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ABSTRACT

This curriculum guide for home economics instructors of eleventh and/or twelfth grade students builds on content received in Home Economics I and II, and provides a 12- to 18-week course of study designed to increase basic knowledge and develop skills in living space and its design, home selection and finance, housing exteriors and interiors, selection and purchase of furnishings, and housing employment opportunities. Content is in six sections: (1) Effects of Housing on People, (2) Housing Selection, (3) Housing Exteriors, (4) Housing Interiors, (5) Home Furnishings, and (6) Housing Careers. Each of the sections consists of one or more instructional units: Section 1, two units (Living Space Design, Living Space and Human Needs); Section 2, two units (Housing Selection, Home Finance); Section 3, two units (Construction and Architectural Design, Environmental Space Planning); Section 4, five units (Floor Coverings, Consumer Purchasing of Floor Materials, Wall Treatment, Windows and Window Treatment, Draperies and Curtains); Section 5, four units (Style, Construction, and Selection of Furniture; Appliances; Accessories; Moving); and Section 6, one unit (Employment in Housing and Home Furnishings Occupations). Each unit is planned for more than one lesson and includes some or all of the following: Performance objectives, suggested activities for teacher and students, information sheets (cognitive content), assignment sheets (practice for paper and pencil activities), job sheets (procedures for skill development), visual aides (transparency masters), and tests with answers. (EM)

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HOUSING AND HOME FURNISHINGS

In-Depth Curriculum

Joyce Sawatzky, Curriculum Specialist
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

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FOREWORD

This curriculum in the housing and home furnishings area is intended to serve as a vehicle for developing program uniformity across the state, as well as to provide a means for a higher level of teacher accountability. We believe that the single most effective way to improve vocational home economics education and retain students in the program is through the use of improved instructional materials.

The contents within *Housing and Home Furnishings: In-depth Curriculum* build upon the foundation set in the housing and home furnishings sections of the *Home Economics I: Basic Core Curriculum* and *Home Economics II: Basic Core Curriculum.* This in-depth study is designed to increase basic knowledge and develop skills in living space and its design, home selection and home finance, housing exteriors and interiors, selection and purchase of furnishings, and employment opportunities in the area of housing and home furnishings.

The instructional materials in *Housing and Home Furnishings* are developed for use with eleventh and/or twelfth grade students in an in-depth course offering from twelve to eighteen weeks. It is believed that this in-depth curriculum will afford each home economics teacher an opportunity to provide a stronger program through its use. As teachers use these materials in the classroom, the individual student will be better prepared to assume the multi-role demanded as a family member, wage earner, and consumer. It is our belief that the total vocational home economics program will become more effective through its use.

Francis T. Tuttle, State Director
State Department of Vocational and
Technical Education

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PREFACE

Where people live has the potential to support life in a meaningful way, to influence development and behavior of individuals and families, and to shape their quality of life. An apartment, mobile home, or the "traditional house" is basically just an enclosed space. INSTRUCTION IN HOW THAT LIVING SPACE IS USED AFFECTS INDIVIDUALS AND FAMILIES. In trying to achieve the most efficient use of limited space, human space needs are all too often ignored. In short, do our students allow themselves to be shaped to fit their environment or can we help our students create environments to fit their human needs?

Being aware of physical and psychological needs is the first step toward creating homes that will stimulate the growth of human potential. Tremendous effort has been made by the Housing and Home Furnishings Curriculum Committee to make this publication valuable in assisting individual students to be able to create living spaces that will more fully accommodate human needs and stimulate growth of human potential. The contents within this publication are constructed to permit the instructor to personalize and localize the materials; each instructor must supplement these units of instruction and provide motivation.

After using this curriculum publication, it is hoped that each home economics instructor will realize both the full and fringe benefits resulting from this approach to teaching. All unit components "zero in" toward measurable and observable learning outcomes. When a student experiences success in the cognitive and psychomotor learning domains a more positive self-image is sure to follow.

Joyce Sawatzky
Home Economics Curriculum Specialist

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USE OF THIS PUBLICATION

Instructional Units

The *Housing and Home Furnishings* curriculum includes six areas. Each area consists of one or more units of instruction. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help him/her determine:

A. The amount of material that can be covered in each class period
B. The skills which must be demonstrated
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Objectives

Each unit of instruction is based on performance objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which were used in this material:

Name
Label
List in writing
List orally
Letter
Record
Repeat
Give

Identify
Select
Mark
Point out
Pick out
Choose
Locate

Describe
Define
Discuss in writing
Discuss orally
Interpret
Tell how
Tell what
Explain

Order
Arrange
Sequence
List in order
Classify
Divide
Isolate
Sort

Distinguish
Discriminate

Construct
Draw
Make
Build
Design
Formulate
Reproduce
Transcribe
Reduce
Increase
Figure

Demonstrate
Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of their students and community. When a teacher adds objectives, he/she should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Instructor: Duties of the instructor will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips; make transparencies; arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Students: Student activities are listed which will help the student to achieve the objectives for the unit.

Information Sheet

The information sheet provides content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that the information sheet serves as an excellent guide for presenting the background knowledges necessary to develop the skills specified in the unit objective.

Students should read the information sheet before the information is discussed in class. Students may take additional notes on the information sheet.

Transparency Master

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Job Sheet

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he/she has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances he/she might reasonably expect from a person who has had this training.

Assignment Sheet

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

LIVING SPACE DESIGN
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to design living space that is conducive to good mental health. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with living space design to their correct definitions.
2. Identify the basic distance zones of personal space.
3. Name the factors that affect personal space.
4. Name the factors that influence personal space needs.
5. Identify sensory clues.
6. Discuss in a short paragraph how sensory clues relate to housing and living space design.
7. Discuss in a short paragraph the relation between living space design and life-style.
8. Analyze personal space needs.
9. Describe how personal space preferences change with different people.
10. Analyze how sensory cues affect emotional and physical behavior.
11. Determine general aesthetic satisfaction and design practicality of a selected room.
12. Record territorial places and/or items.
13. Design living space that is conducive to good mental health.

LIVING SPACE DESIGN
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Assist students with Assignment Sheet #5 by providing examples of human territorial markings, such as fencing a lawn, repeatedly selecting same seat in a room, and using the same table for lunch.

G. Have students invade territories of others and report to group on consequences.

Examples: In church take a pew normally claimed by another; at home sit in a chair normally occupied by another family member

H. Invite an architect, interior designer, or environmental psychologist to speak on room design for aesthetic and design practicality.

I. Suggest use of Assignment Sheet #4 for home experience. Analyze home environment for possible changes the students or other family members may wish to initiate.

J. Tally responses on Assignment Sheet #4 for each item. Analyze student variables that may have affected pattern or response.

Examples: Are there relationships between
- leg room and sex of student?
- temperature, comfort, and location of student in room?
- chair comfort and height of student?
- room size and age of student?

K. Give test.

L. Reteach if necessary.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Transparency masters
    - 1. TM 1--Personal Space Distance Zones
    - 2. TM 2--Sensory Clues
- D. Assignment sheets
    - 1. Assignment Sheet #1--Analyze Personal Space Needs
    - 2. Assignment Sheet #2--Describe Personal Space Preferences
    - 3. Assignment Sheet #3--Analyze Sensory Cues
    - 4. Assignment Sheet #4--Determine Aesthetic Satisfaction and Design Practicality
    - 5. Assignment Sheet #5--Record Territorial Places and/or Items
    - 6. Assignment Sheet #6--Design Living Space
- E. Test
- F. Answers to test

II. References:

- A. "Human Environments: Do They Influence People?" *Forum*. Fall/Winter (1974).

  (NOTE: This issue is available from Educational Relations, J. C. Penney, Inc.; 1301 Avenue of the Americas; New York, New York 10019.)

B. *Your Space and Mine: A Behavioral Approach to Environments.* Educational Relations; J.C. Penney, Inc.; 1301 Avenue of the Americas; New York, New York 10019.

(NOTE: This teaching unit contains a filmstrip, cassette, and coordinated activity sheets. The price is $13.75.)

C. *The Home: An Environment for Human Growth.* Educational Relations; J. C. Penney, Inc.; 1301 Avenue of the Americas; New York, New York 10019.

(NOTE: The teaching unit contains a cassette with interviews, posters, case studies, slides, and floor plans. The price is $12.75.)

D. St. Marie, Satenig S. *Homes Are for People.* New York: John Wiley and Sons, Inc., 1973.

III. Film "Don't Crowd Me." Available from Oklahoma State University Film Library; Stillwater, Oklahoma 74074.

(NOTE: This 15-minute film points out that crowding, stress, anxiety situations, and aggressive behavior are under study by scientists, some of whom believe that the results of these studies are of value to architects and city and social planners. Rental fee is $6.30.)

IV. Additional references:

A. Fast, Julius. *Body Language.* New York: Pocket Books, Inc./Simon and Schuster, Inc., 1975.

B. Sommer, Robert. *Personal Space: The Behavioral Basis of Design.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

LIVING SPACE DESIGN
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Living space--Environment and surroundings

Examples: Home, "our room," school

B. Personal space--Invisible "space bubble" or distance maintained between self and others (Assignment Sheets #1 and #2)

(NOTE: This "space bubble" expands and contracts according to what we are doing at the moment, the situation we are in, our emotional state, and our cultural background.)

C. Contact person--Individual who prefers living space designed to "encourage" activities with others

Examples: Contact persons might want these space arrangements:

--- Large kitchen where several people can work together or where more than one activity can be carried on at one time

--- Room used by more than one person where shared activities are encouraged

--- Chairs close enough where the people in conversation can "touch"

D. Noncontact person--Individual who prefers living space designed to "discourage" activities with others

Examples: Noncontact persons might prefer these space arrangements:

--- Small kitchen that excludes other persons from working there at the same time

--- Large enough kitchen where activity areas are separate and there is ample space around each so more than one person can work without coming in contact with another

--- Shared room with definite divisions of area for use by each individual

--- Tiny room with a place for only one person to study

E. Sensory perception--Attaining awareness or understanding of living space through one or all of the senses (Assignment Sheets #3 and #4)

F. Proxemics--Study of man's use and perception of space

INFORMATION SHEET

G. Territory--Satisfaction of privacy, personalization, and one's identity by symbolically or actively marking and defending an area or object (Assignment Sheet #5)

H. Auditory--Sensory perception of space through ears (Transparency 2)

I. Kinesthetic--Sensory perception of space through muscles (Transparency 2)

J. Olefactory--Sensory perception of space through nose (Transparency 2)

K. Thermal--Sensory perception of space through skin (Transparency 2)

L. Aesthetics--Evaluation of environment in terms of orderliness, harmony, and beauty

II. Basic distance zones of personal space (Transparency 1)

(NOTE: Personal space or the "space bubble" that a person actually lives in is greater than the amount of room that his/her body occupies.)

A. Intimate--0 to 18 inches

B. Personal--1 1/2 feet to 4 feet

C. Social--4 feet to 12 feet

D. Public--12 feet or more

III. Factors that affect personal space

(CAUTION: A sense of crowding or intrusion by objects or persons into an individual's personal space can affect his/her behavior and performance.)

A. Familiarity

B. Status

C. Situation

D. Sex

E. Age

F. Cultural heritage

Examples: Ethnic and religious

INFORMATION SHEET

IV. Factors that influence personal space needs

   A. Contact or noncontact person

   B. Sensory perception (Assignment Sheets #3 and #4)

   C. Personal space (Assignment Sheets #1 and #2)

V. Sensory clues (Transparency 2)

   A. Auditory

   B. Kinesthetic

   C. Olefactory

   D. Thermal

VI. How sensory clues relate to housing and living space design

   A. Space is perceived by all senses

   B. Each sense makes its own contribution to the total perception of space

   C. Space overcrowding is caused by overstimulation of the senses

   (CAUTION: Too much noise, too much undesired physical contact, too much thermal heat, or too many odors cause discomfort just as do actual physical limitations of space.)

VII. Living space design and life-style

(NOTE: An apartment, mobile home, or a house is basically just an enclosed space. HOW we use that space will affect us as a family and as individuals. Where we live has the potential to support life in a meaningful way, to influence development and behavior of individuals and families, and to shape their quality of life.)

   A. Family structure and life-style affect living space design with all kinds of results

   (NOTE: Overuse of land and water, pollution, and slums are traced, in part, to the life-styles of people.)

INFORMATION SHEET

B. Understanding what humans do as individuals to help shape their environments relates directly to how that environment influences humans

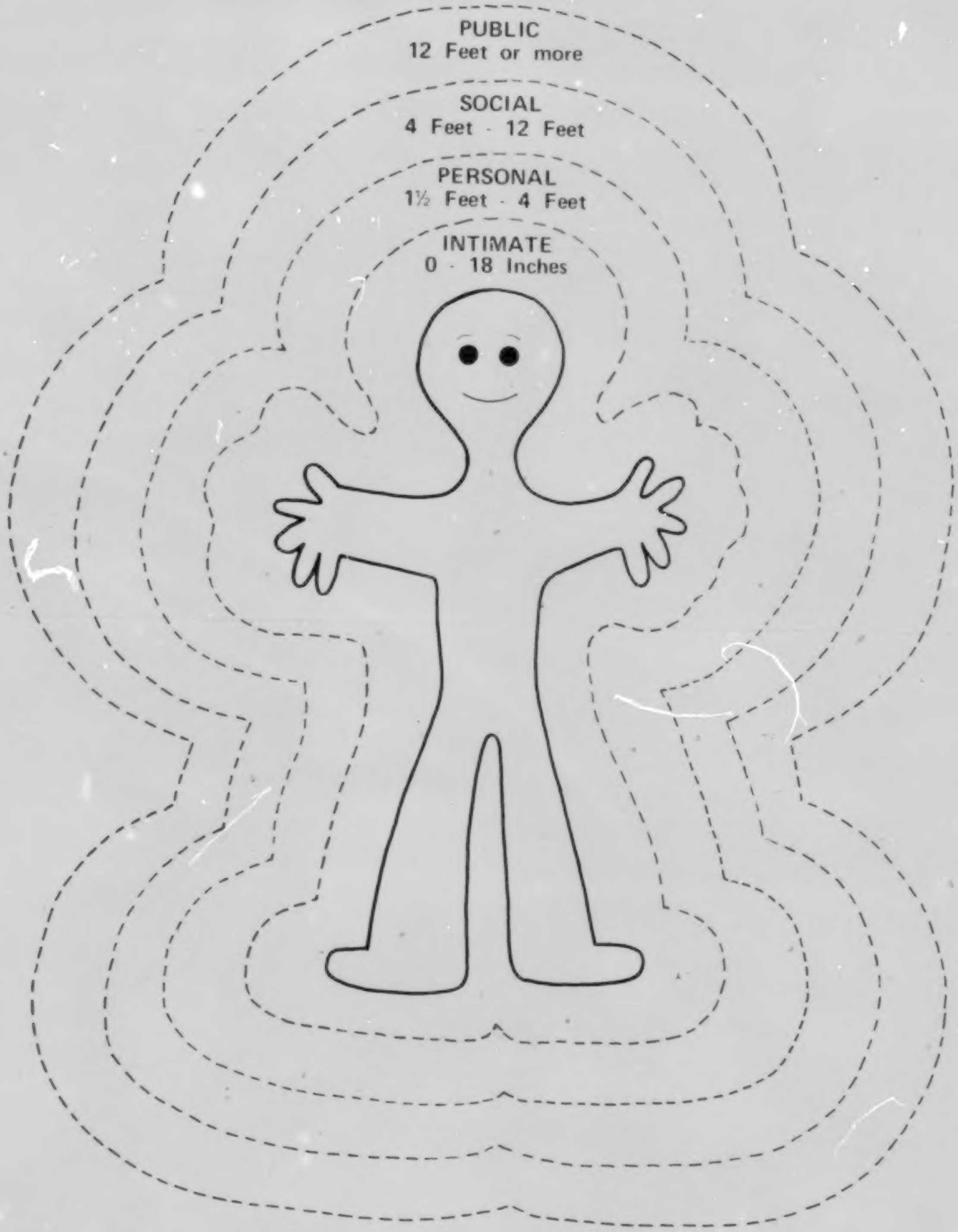
(CAUTION: Examine long-term consequences of decisions in purchasing and using furnishings and home products. Consider realities of the physical environment and limited natural resources. Compare advantages and disadvantages of doing household tasks by hand versus owning a variety of "labor-saving" and "high-energy-consumption" devices.)

C. Individuals must work toward development of new values

Examples: Interdependence, social concern, tolerance of complexity, aesthetic appreciation, new sense of living in harmony with nature

HF - 11-A

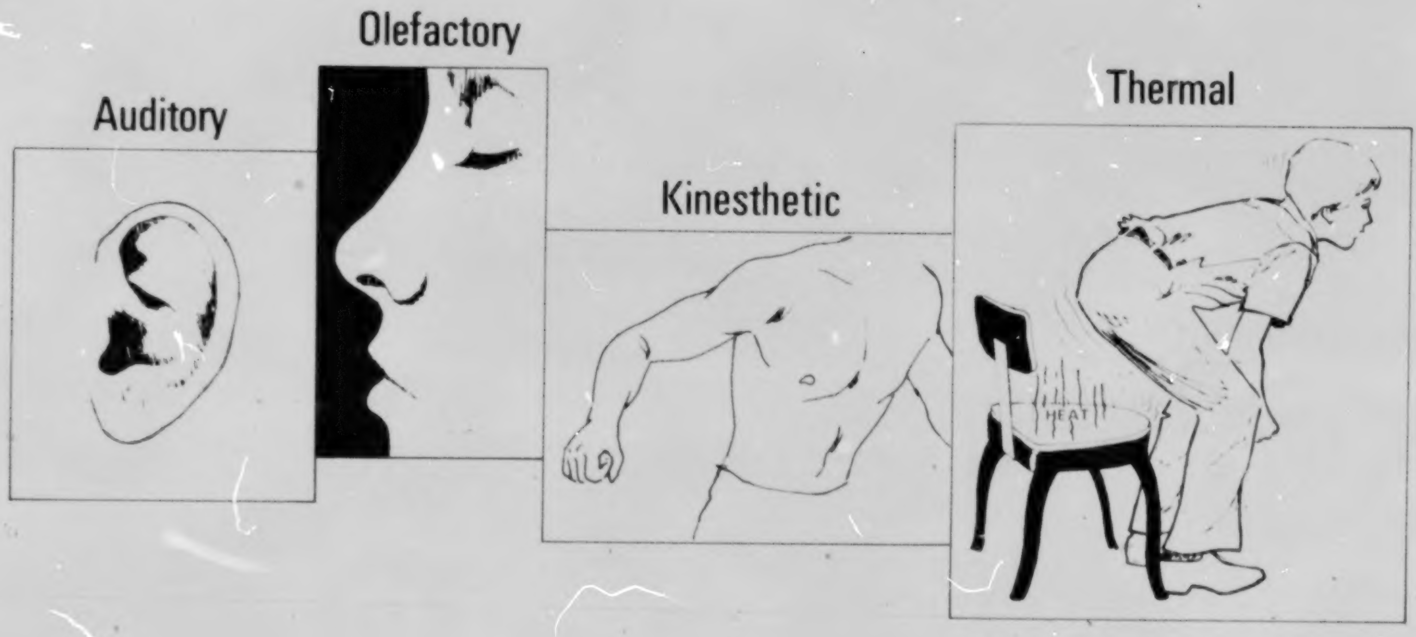
Personal Space Distance Zones


PUBLIC
12 Feet or more
SOCIAL
4 Feet - 12 Feet
PERSONAL
1½ Feet - 4 Feet
INTIMATE
0 - 18 Inches

Courtesy of J. C. Penney, Inc., copyright 1975

TM 1

Sensory Clues


Olefactory
Auditory
Kinesthetic
Thermal
HEAT

TM 2

HF - 13-A

LIVING SPACE DESIGN
UNIT I

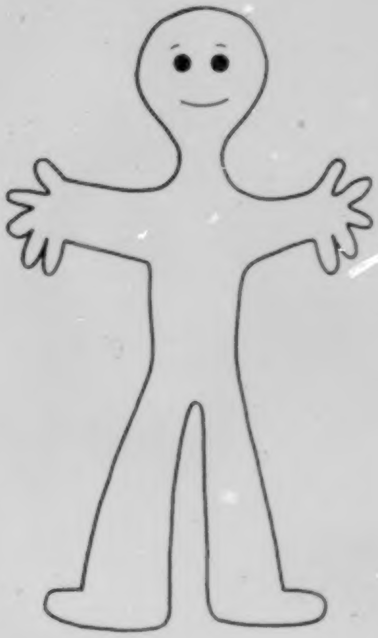
ASSIGNMENT SHEET #1--ANALYZE PERSONAL SPACE NEEDS

THE SPACE AROUND YOU

Each of us has an invisible "space bubble" that expands and contracts according to what we're doing at the moment, the situation we're in, our emotional state, and cultural backgrounds. The space a person actually lives in is greater than the amount of room his/her body occupies. How people experience space is not just a matter of how far they are from one another in inches or feet. The "space bubble" includes all the senses.

TAKE A GUESS . . .

What is the size or shape of your personal "space bubble"? Estimate the distance you prefer others to keep when approaching from the front, back, and both sides. Draw your estimated bubble shape around the figure provided below.



ASSIGNMENT SHEET #1

TEST YOUR GUESS . . .

Choose a partner to help you test your guess. Stand in an open place and have your partner approach you slowly. Measure the distance when your partner gets too close for comfort. Draw your new bubble in a constrasting color on the illustration you have just completed.

Reactions:

1. What difference in attitude or emotion did you feel when approached from the front, back, right side, left side?

2. What emotional reaction did you feel when someone got too close?

3. Was your guess proven correct by your test? If your experiment shows a different picture of your "space bubble" than the first one you drew, what do you think is the reason(s)?

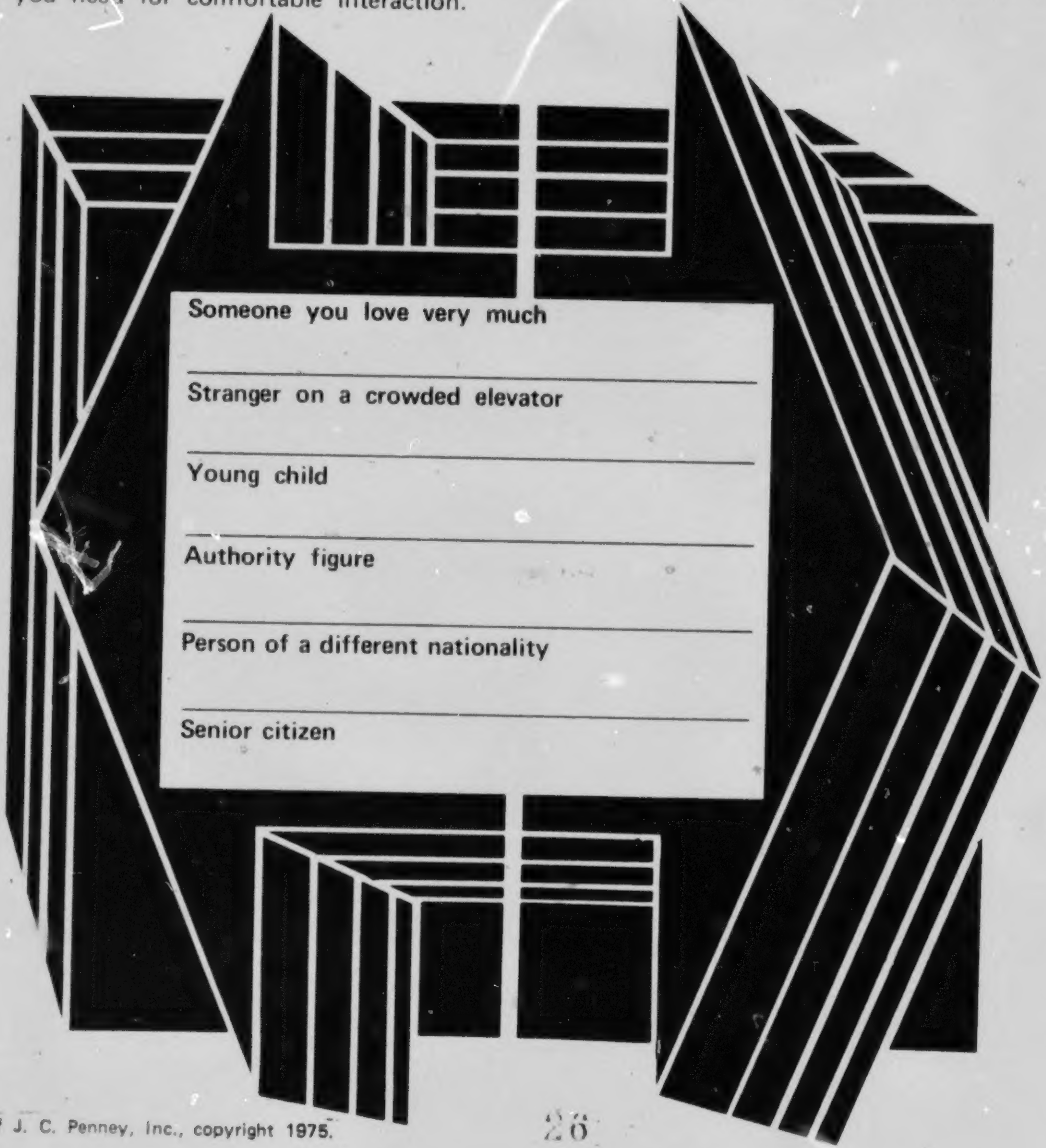
LIVING SPACE DESIGN
UNIT I

ASSIGNMENT SHEET #2--DESCRIBE PERSONAL SPACE PREFERENCES

HOW CLOSE IS TOO CLOSE?

A relatively new science, proxemics, is providing fascinating insights into man's psychological needs for space. According to Dr. Edward Hall, professor of anthropology at Northwestern University, individuals use and experience space in everything from interpersonal relations to the architecture of the buildings in which they live and work. A sense of crowding or intrusion by objects or persons into one's personal space can affect behavior and performance. Awareness of space preferences of self and others can be helpful in improving communication and interaction.

Through interaction with different people write in the space provided below the distances you need for comfortable interaction.



Someone you love very much

____

Stranger on a crowded elevator

____

Young child

____

Authority figure

____

Person of a different nationality

____

Senior citizen

Courtesy of J. C. Penney, Inc., copyright 1975.

ASSIGNMENT SHEET #2

Describe in the space below how your personal space preferences changed with different people.

LIVING SPACE DESIGN
UNIT I

ASSIGNMENT SHEET #3--ANALYZE SENSORY CUES

MAKING SENSORY SENSE

Heightened sensory awareness can help people perceive ways, both subtle and obvious, sensory stimuli might affect emotional and physical behavior. Complete each of the following charts in three different settings of your choice.

Examples: School office, library, study area, variety store, boutique, hall, religious building, park, shopping mall, jail, funeral home, doctor's office, public housing, nursing home, restaurant

After completing the charts answer the questions below.

1. What feeling do you get from the sensory cues in this area?

2. Do the sensory cues help or hinder the general purpose of the areas?

3. What sensory cue changes would you suggest to improve the settings?

ASSIGNMENT SHEET #3

Compare your charts with those of other students and answer the following questions.

4. What kind of settings have more sensory experiences than others?

5. What effects do sensory cues have on you?

6. How do feelings vary in one setting as compared to another as a result of sensory stimuli?

7. Imagine transferring specific sensory cues into different environments. What problems or improvements can be foreseen?

ASSIGNMENT SHEET #3

Area Investigated:

Purpose of Area:

Regular Activities in Area:

Textures	**Sounds**	**Odors**	**Colors**	**Other**
How do surfaces in the area feel?	What noises can you identify?	What smells can you identify?	What colors do you see in the area?	lighting design temperature humidity
Example: smooth (walls)	Example: hum (fan)	Example: medicinal	Example: green (walls)	Example: rigid straight lines

Courtesy of J. C. Penney, Inc., copyright 1975.

ASSIGNMENT SHEET #3

Area Investigated:

Purpose of Area:

Regular Activities in Area:

Textures	**Sounds**	**Odors**	**Colors**	**Other**
How do surfaces in the area feel?	What noises can you identify?	What smells can you identify?	What colors do you see in the area?	lighting design temperature humidity
Example: smooth (walls)	Example: hum (fan)	Example: medicinal	Example: green (walls)	Example: rigid straight lines

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HF 23-A

ASSIGNMENT SHEET #3

Area Investigated:

Purpose of Area:

Regular Activities in Area:

Textures How do surfaces in the area feel?	**Sounds** What noises can you identify?	**Odors** What smells can you identify?	**Colors** What colors do you see in the area?	**Other** lighting design temperature humidity
Example: smooth (walls)	Example: hum (fan)	Example: medicinal	Example: green (walls)	Example: rigid straight lines

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LIVING SPACE DESIGN
UNIT I

ASSIGNMENT SHEET #4--DETERMINE AESTHETIC SATISFACTION AND DESIGN PRACTICALITY

The more aware to sensory stimuli in our everyday environments we can become, the better we can enjoy our environment. If we don't like our present environment, then the better equipped we are to change it. Complete the following sheet in a human environment assigned by your teacher in order to determine general aesthetic satisfaction and design practicality. Answer the questions below after completing the sheet.

1. How might features marked excellent and poor have a positive or negative effect on activities in this room?

2. Select features rated poor and suggest ways to improve them.

ASSIGNMENT SHEET #4

ROOM RATER
EXCELLENT
ADEQUATE
POOR
UGH!
WOW!

Room Selected: Time: Sex: M F Age:

Rate each environmental feature by marking an X in the appropriate column.

Feature	Excellent	Adequate	Poor	Comments:
Room size				
Passage through room				
Leg room				
Elbow room: space between chairs				
Chair arrangement				
Chair comfort				
Chair height				
Writing/work space size				
Writing/work space convenience				
View of speaker				
View of visual material				
Lighting				
Wall color				
Freshness				
Ventilation				
Temperature				
Noise level				
Room acoustics				
Equipment distractions				
Cleanliness				

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LIVING SPACE DESIGN
UNIT I

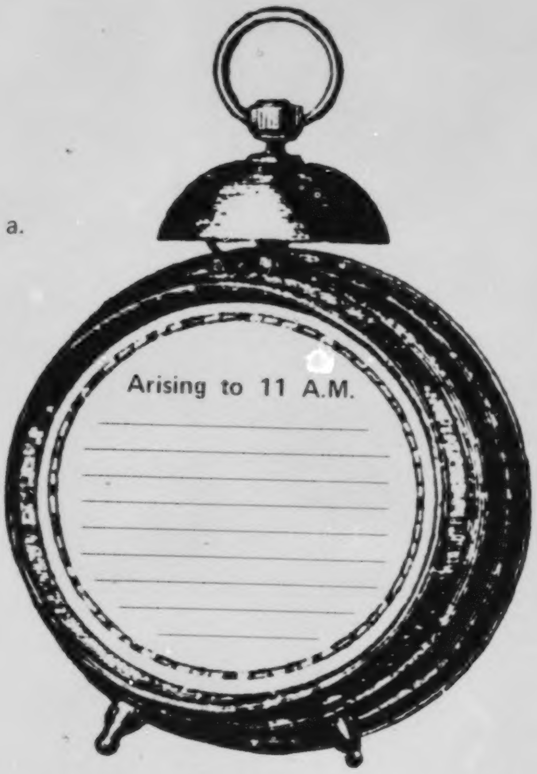
ASSIGNMENT SHEET #5--RECORD TERRITORIAL PLACES AND/OR ITEMS

NO TRESPASSING

People or groups satisfy needs for privacy, personalization, and identity by symbolically or actively marking and defending an area or object. Examples of human territorial markings are fencing a lawn; marking a study, work, or play area by placement of books or objects in a shared space; repeatedly selecting the same seat in a meeting room; using the same cup at each meal or same table for lunch.

Record the special places or items that are a part of "your territory" in a typical day. Answer the questions following.

a.


Arising to 11 A.M.

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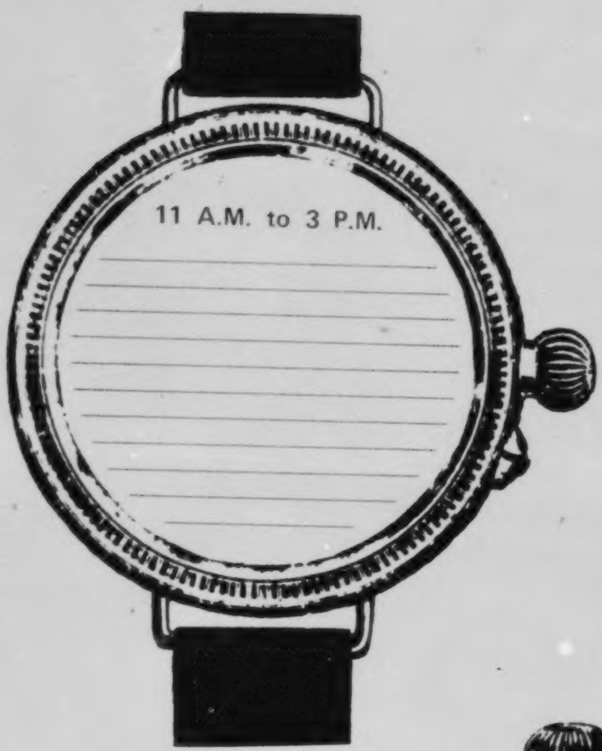
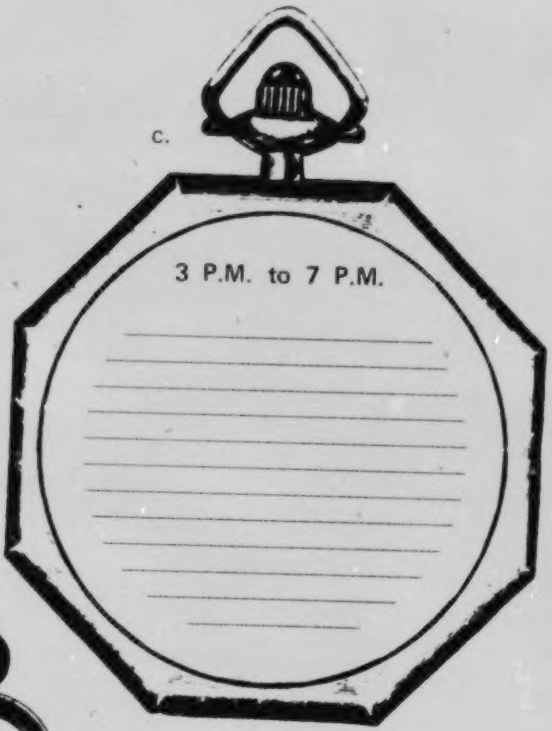
ASSIGNMENT SHEET #5

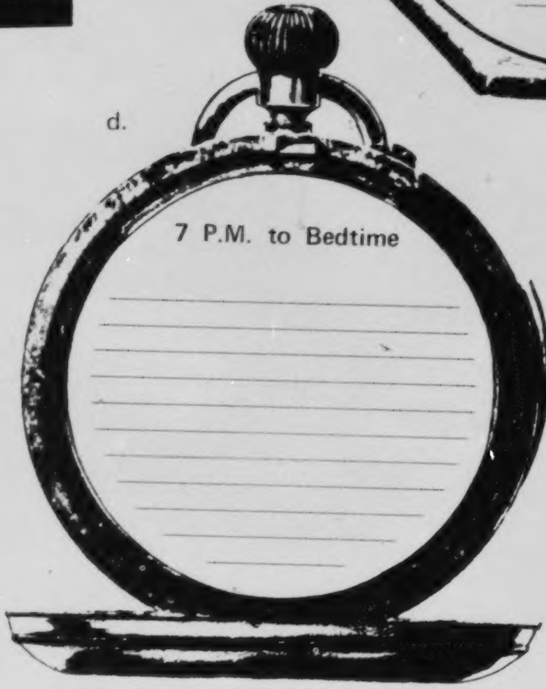
b.



c.



d.


7 P.M. to Bedtime

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ASSIGNMENT SHEET #5

Briefly summarize:

1. Are some territories yours alone or are they shared?
   a.
   b.
   c.
   d.
2. How do you let others know these are your territories?
3. What do you do when someone invades your territory? Do you always have the same reaction?
4. Where are most of your territories located?
   a.
   b.
   c.
   d.
5. Why do you claim these areas or objects as your own?
6. What would be your feeling if you were suddenly forbidden to have territory?

LIVING SPACE DESIGN
UNIT I

ASSIGNMENT SHEET #6-DESIGN LIVING SPACE

Is your living space conducive to your good mental health? Make a plan to design or redesign your present living space so it will become more conducive to good mental health. Be sure to consider personal space, sensory clues, territory, and life-style.

AREA OF CONCERN	MY PLAN TO IMPROVE
1. Personal space a. b. c. d.	
2. Sensory clues a. b. c. d.	
3. Territory a. b. c. d.	
4. Life-style a. b. c. d.	

LIVING SPACE DESIGN
UNIT I

TEST

1. Match terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Sensory perception of space through muscles

_____b. Satisfaction of privacy, personalization, and one's identity by symbolically or actively marking and defending an area or object

_____c. Sensory perception of space through skin

_____d. Individual who prefers living space designed to "discourage" activities with others

_____e. Attaining awareness or understanding of living space through one or all of the senses

_____f. Sensory perception of space through ears

_____g. Individual who prefers living space designed to "encourage" activities with others

_____h. Environment and surroundings

_____i. Evaluation of environment in terms of orderliness, harmony, and beauty

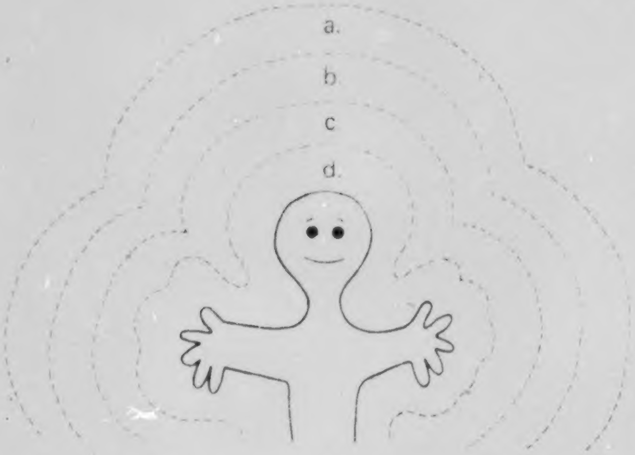
_____j. Sensory perception of space through nose

_____k. Invisible "space bubble" or distance maintained between self and others

_____l. Study of man's use and perception of space

1. Living space
2. Personal space
3. Contact person
4. Noncontact person
5. Sensory perception
6. Proxemics
7. Territory
8. Auditory
9. Kinesthetic
10. Olefactory
11. Thermal
12. Aesthetics

2. Identify the basic distance zones of personal space shown in the sketch below. Write the basic distance zones in the appropriate blanks.



a. ______________ ---12 ft. or more

b. ______________ ---4 ft. - 12 ft.

c. ______________ ---1½ ft. - 4 ft.

d. ______________ ---0 in. - 18 in.

3. Name the factors that affect personal space.

a.

b.

c.

d.

e.

f.

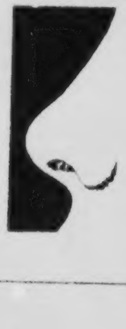
4. Name the factors that influence personal space needs.

a.

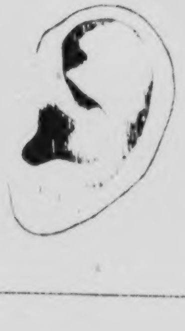
b.

c.

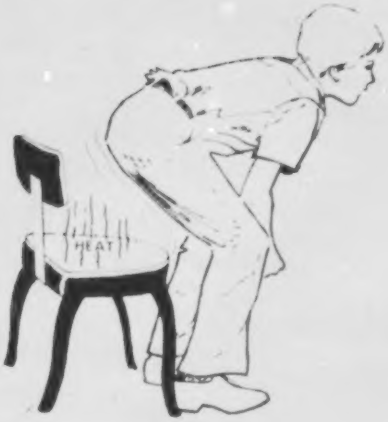
5. Identify the sensory clues sketched below.

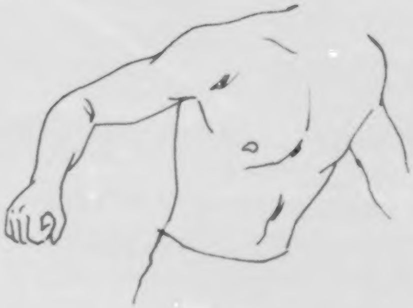


a. ______________



b. ______________





c. ______________________ d. ______________________

6. Discuss in a short paragraph how sensory clues relate to housing and living space design.

7. Discuss in a short paragraph the relation between living space design and life-style.

8. Analyze personal space needs.

9. Describe how personal space preferences change with different people.

10. Analyze how sensory clues affect emotional and physical behavior.

11. Determine general aesthetic satisfaction and design practicality of a selected room.

12. Record territorial places and/or items.

13. Design living space that is conducive to good mental health.

(NOTE: If activities 8-13 have not been accomplished prior to the test, ask your instructor when they should be completed.)

LIVING SPACE DESIGN
UNIT I

ANSWERS TO TEST

1. a. 9
   b. 7
   c. 11
   d. 4
   e. 5
   f. 8
   g. 3
   h. 1
   i. 12
   j. 10
   k. 2
   l. 6
2. a. Public
   b. Social
   c. Personal
   d. Intimate
3. a. Familiarity
   b. Status
   c. Situation
   d. Sex
   e. Age
   f. Cultural heritage
4. a. Contact or noncontact person
   b. Sensory perception
   c. Personal space
5. a. Olefactory
   b. Auditory
   c. Thermal
   d. Kinesthetic
6. Discussion should include:
   a. Space is perceived by all senses

  - b. Each sense makes its own contribution to the total perception of space
  - c. Space overcrowding is caused by overstimulation of the senses

7. Discussion should include:
   - a. Family structure and life-style affect living space design with all kinds of results
   - b. Understanding what humans do as individuals to help shape their environments relates directly to how that environment influences humans
   - c. Individuals must work toward development of new values
8. Evaluated to the satisfaction of instructor
9. Evaluated to the satisfaction of instructor
10. Evaluated to the satisfaction of instructor
11. Evaluated to the satisfaction of instructor
12. Evaluated to the satisfaction of instructor
13. Evaluated to the satisfaction of instructor

LIVING SPACE AND HUMAN NEEDS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss the relationship of Maslow's hierarchy of human needs to living space and the planning of living space to meet human needs. He/she should be able to establish a sense of place, determine values that influence his/her living space needs, and determine individual expression of privacy. The student should be able to analyze the influence of living space on behavior according to observations and arrange a room to influence specific behavior. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with living space and human needs to their definitions.
2. Arrange in order the levels of human needs.
3. Discuss the relationship of Maslow's hierarchy of human needs to living space.
4. List human needs met by living space.
5. List values influencing living space needs.
6. List annoyances in living space.
7. Discuss planning of living space to meet human needs.
8. Establish a sense of place.
9. Determine individual expression of privacy.
10. Interpret signs of psychological stimulation.
11. Determine values that influence living space (housing) needs.
12. Analyze the influence of living space on behavior according to observations.
13. Arrange a room to influence specific behavior.

LIVING SPACE AND HUMAN NEEDS
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Make transparency.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Plan a visit to a home where the family memorabilia is prominently displayed. Have a member of the family discuss family history as it is reflected in the objects decorating the home.

   G. Assist students on Assignment Sheet #2 with some of the following warm-up activities to help them write their cinquains.

      1. List several synonyms for the word "hide-out."

      2. List several antonyms for the word "hide-out."

      3. Compare the word "hide-out" to other objects or ideas.

         Example: A hide-out is like . . . .

      4. Classify meanings of "hide-out."

         Example: A hide-out is like . . . but different from . . . or is a part of . . . .

   H. Push all equipment to one side to demonstrate that behavior in the classroom is "set" by furniture arrangement.

   I. Give test.

   J. Reteach if necessary.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

C. Complete assignment sheets.

D. Attend field trip.

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheet

   C. Transparency master: TM 1--Hierarchy of Needs

   D. Assignment sheets

      1. Assignment Sheet #1--Establish a Sense of Place with Personal Treasures

      2. Assignment Sheet #2--Determine Individual Expression of Privacy

      3. Assignment Sheet #3--Interpret Signs of Psychological Stimulation

      4. Assignment Sheet #4--Determine Values that Influence Living Space (Housing) Needs

      5. Assignment Sheet #5--Analyze Influence of Living Space on Behavior

      6. Assignment Sheet #6--Arrange Room to Influence Behavior

   E. Test

   F. Answers to test

II. References:

   A. "Human Environments: Do They Influence People?" *Forum.* Fall/Winter (1974).

   B. *Your Space and Mine: A Behavioral Approach to Environments.* Educational Relations; J.C. Penney, Inc.; 1301 Avenue of the Americas; New York, New York 10019.

   (NOTE: The teaching unit contains a three-part filmstrip, cassette, and coordinated activity sheets. The cost is $13.75.)

C. *The Home: An Environment for Human Growth.* Educational Relations; J.C. Penney, Inc.; 1301 Avenue of the Americas; New York, New York 10019.

(NOTE: Teaching unit contains cassette with interviews, posters, case studies, slides, and floor plans. The cost is $12.75.)

D. St. Marie, Satenig S. *Homes Are for People.* New York: John Wiley and Sons, Inc., 1973.

LIVING SPACE AND HUMAN NEEDS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Sense of place--Feelings or overall emotional state with the use or presence of items or possessions that have sentimental or psychological value for the individual

(NOTE: These items which hold special meaning for the individual may or may not have connection with their actual monetary worth.)

B. Privacy "Place" to carry out tasks, to be alone, to think, and to make mistakes without the entire family or neighborhood observing

(NOTE: Every person needs privacy in some way, but the need is not uniform.)

C. Psychological stimulation Messages in the environment which enhance or detract from the potential development of an individual

(NOTE: A variety of psychological stimulation promotes good mental health.)

II. Levels of human needs (Transparency 1)

A. Physiological

Examples: Food, clothing, shelter, rest, exercise

B. Safety

Examples: Security, protection from physical harm

C. Love and belongingness (attention)

Examples: Love, sense of belonging, friendship, affection, acceptance

D. Esteem

Examples: Self respect, respect for others, praise, recognition

E. Self-actualization (self-realization)

Example: Doing what one can do best

INFORMATION SHEET

III. Relationship of Maslow's hierarchy of human needs to living space

   A. All human behavior is motivated by a desire for satisfaction of several different kinds of needs

   B. These human needs rank in order of most demanding (physiological) to the highest and ultimate need for self-actualization

   C. Once the lower needs are fulfilled to some degree then the next level begins to emerge

   D. Usually all the various levels of need exist to some extent most of the time

   (NOTE: The need for shelter (living space) does not have to be fully satisfied in order for the desires for safety, love, esteem, and self-actualization to be present also. Each individual interprets his needs and the strength of these needs according to his own culture, tastes, values, attitude about self, feelings, family, job, and money.)

IV. Human needs met by living space

   A. Sense of place (Assignment Sheet #1)

   B. Privacy (Assignment Sheet #2)

   Examples: Being alone in a big city surrounded by people; absolute solitude; sound barrier, e.g., teens surrounded by loud music; repetitive tasks, e.g., knitting, peeling potatoes; territory provided by having own drawer, room, part of room

   C. Psychological stimulation (Assignment Sheet #3)

   D. Creativity

   (NOTE: We need to be able to make our own "imprint" on one or more aspects of the environment to shape or control it to our liking. When people must live in housing where there is little chance for them to add their personal touch, such as no pets and prohibition on wall treatment and decoration, they respond with apathy.)

V. Values influencing living space needs (Assignment Sheet #4)

   A. Physical health

   B. Personal interests

INFORMATION SHEET

C. Location

D. Safety

E. Comfort

F. Convenience

G. Economy

H. Beauty

I. Friendship

J. Privacy

K. Aesthetics

L. Social prestige

VI. Annoyances in living space

A. Noise

(NOTE: Sounds with meaning are more annoying than undistinguishable ones, e.g., reactions to howling sirens, flushing toilets, appliance noises, and breaking glass. Older people are more sensitive to noise than younger ones. Absolute dead silence is also psychologically upsetting.)

B. Color

(NOTE: Variety of color is better than monochromatic treatment. Tints are preferred to shades in order to lighten mood. This also lessens the need for artificial lighting.)

C. Inconveniences

Examples: Poor traffic patterns, malfunctioning appliances, lack of storage, problems involving cleanliness, safety hazards

VII. Planning of living space to meet human needs

(NOTE: Being aware of our physical and psychological needs is the first step toward creating homes that will stimulate the growth of our potential. In trying to achieve the most efficient use of limited space we often ignore human space needs. Do we allow ourselves to be shaped to fit our environments or do we shape our environments to fit our human needs?)

INFORMATION SHEET

A. Provide privacy needed to smooth out "dents" made in space bubbles during the day's activities

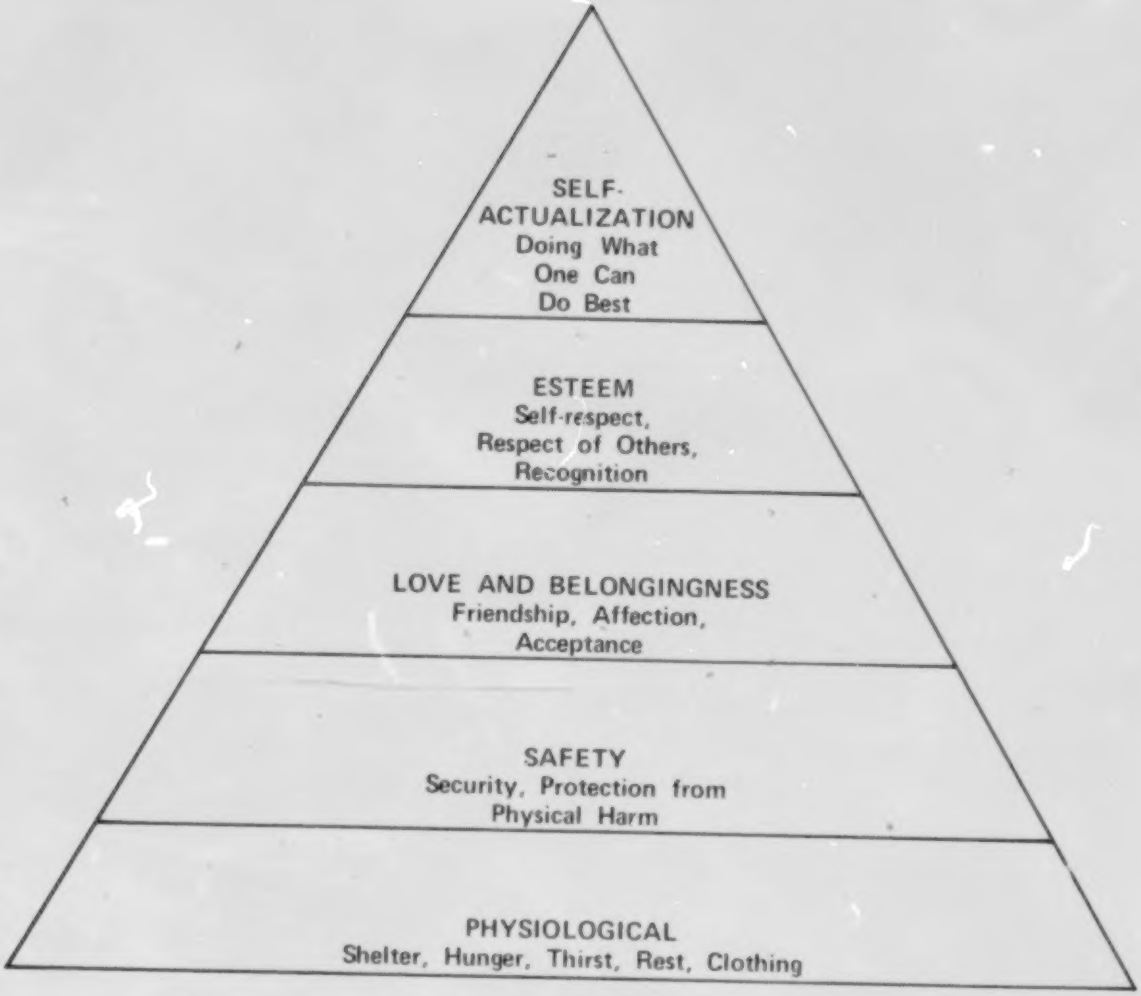
B. Screen family members from overstimulation and stress of outside world

C. Provide privacy when needed and to bring people together when desired

D. Plan to allow enough space for the needs of each individual family member

E. Be flexible enough to respond to changing needs of family and society

Hierarchy of Needs

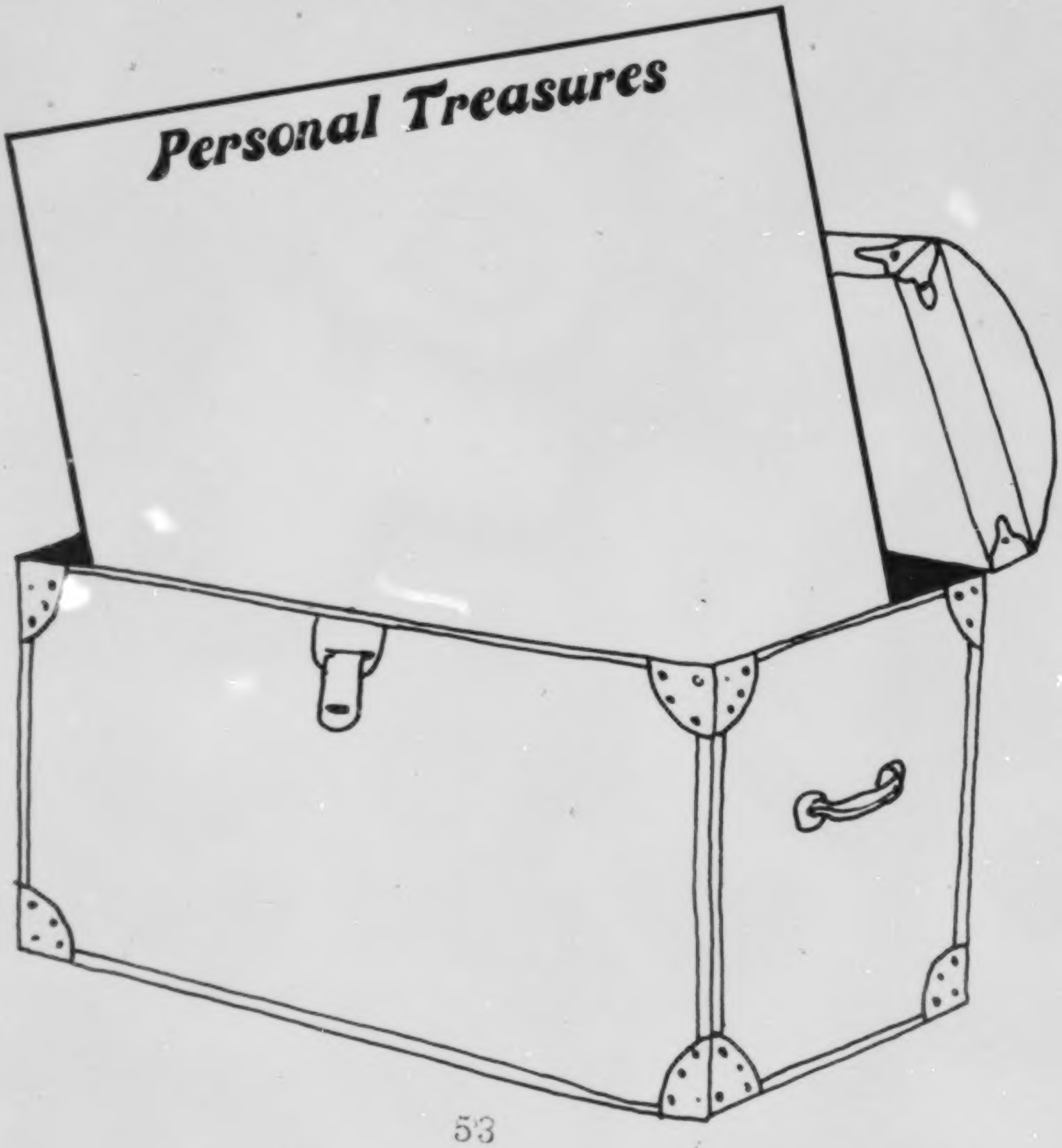

SELF-
ACTUALIZATION
Doing What
One Can
Do Best
ESTEEM
Self-respect,
Respect of Others,
Recognition
LOVE AND BELONGINGNESS
Friendship, Affection,
Acceptance
SAFETY
Security, Protection from
Physical Harm
PHYSIOLOGICAL
Shelter, Hunger, Thirst, Rest, Clothing

Adapted from Maslow's hierarchy of needs

LIVING SPACE AND HUMAN NEEDS
UNIT II

ASSIGNMENT SHEET #1--ESTABLISH A SENSE OF PLACE WITH PERSONAL TREASURES

A sense of place may be established through the use of household space to display or store items (wedding dresses, dishes, pictures, religious objects, furniture) representing continuity with the past. Write or draw in the space below objects that you or your family currently possess which you most treasure and would never want to lose. After you distinguish the objects, answer the questions that follow.



ASSIGNMENT SHEET #1

1. Where are the objects currently located (attic, living room, closet)?

2. Which objects have meaning for other family members?

3. Which objects have meaning only to you? Parents? Ancestors?

4. What is the meaning attached to each object, i.e., reminds me of a special time, was Grandma's?

5. Would the object have meaning to future generations if some day it came into their possession?

6. Which objects serve as reminders of the past? Whose past? Self? Parents? Other ancestors or friends?

LIVING SPACE AND HUMAN NEEDS
UNIT II

ASSIGNMENT SHEET #2-DETERMINE INDIVIDUAL EXPRESSION OF PRIVACY

HIDE-OUT

Privacy is a key to psychological survival. Privacy provides relief from over-stimulation as well as from interaction. It may involve being closed off physically or visually or eliminating auditory stimulation. It allows people to regulate and control the way they relate to others. Privacy takes many forms: physical withdrawal by leaving a room, closing a door, or gardening; mental withdrawal through music, reading, an absorbing hobby, or meditation.

To help you "clear" your thoughts about privacy, write a cinquain (′sin-kān). A cinquain is a short five-line poem. The word "hide-out" symbolizes privacy as the topic of the poem. Use words or sounds having only the number of syllables indicated by spaces. These "creative limitations" tend to help you form paragraphs of words into a few that express the same feelings.

THERE ARE NO RIGHT OR WRONG FEELINGS. THIS IS TO BE YOUR EXPRESSION OF YOUR ATTITUDE ABOUT PRIVACY!!!

The topic

Hide-Out: HIDE-OUT

What is it?

Hide-Out: ___ ___ ___

Where is it found?

Hide-Out: ___ ___ ___ ___

ASSIGNMENT SHEET #2

How does it feel?

HIDE-OUT: ____ ____ ____
____ ____ ____

A synonym

Hide-Out: ____ ____

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WRITE THE COMPLETED CINQUAIN BELOW!

LIVING SPACE AND HUMAN NEEDS
UNIT II

ASSIGNMENT SHEET #3--INTERPRET SIGNS OF PSYCHOLOGICAL STIMULATION

Environmental messages communicate action messages which encourage or discourage psychological stimulation. These action messages invite us to do something or not to do something! Consciously and unconsciously we make interpretations of physical environments people live in as well as the physical objects in the environment. In other words, we read and send messages constantly! These may be emotional messages or action messages.

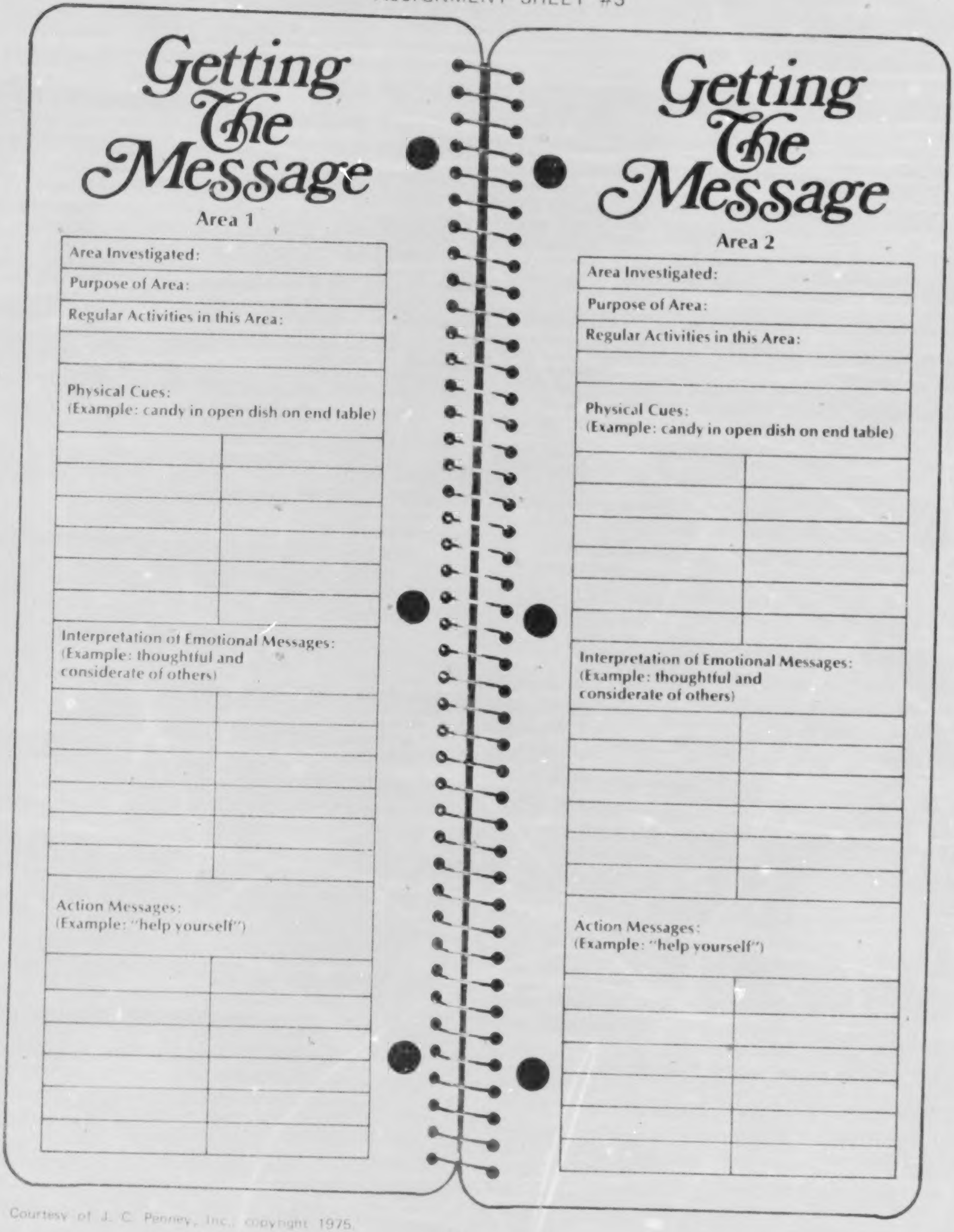
THE MORE AWARE OF WHAT AN ENVIRONMENT IS COMMUNICATING, THE BETTER WE CAN ENJOY IT! IF WE DON'T LIKE WHAT IT SAYS, THE BETTER EQUIPPED WE ARE TO CHANGE IT SO THAT IT WILL MEET HUMAN NEEDS.

Use the sheet on the next page to record the types of messages (psychological stimulation) you feel in rooms, areas, or buildings.

Examples of emotional or action messages you might observe:

Emotional Messages:	Friendly, formal, happy, indifferent, superiority, femininity
Action Messages:	Work, relax, wait, interact, stand, look, stay away, welcome, buy

ASSIGNMENT SHEET #3



Getting The Message

Area 1

Area Investigated:

Purpose of Area:

Regular Activities in this Area:

Physical Cues:
(Example: candy in open dish on end table)

Interpretation of Emotional Messages:
(Example: thoughtful and considerate of others)

Action Messages:
(Example: "help yourself")

Getting The Message

Area 2

Area Investigated:

Purpose of Area:

Regular Activities in this Area:

Physical Cues:
(Example: candy in open dish on end table)

Interpretation of Emotional Messages:
(Example: thoughtful and considerate of others)

Action Messages:
(Example: "help yourself")

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LIVING SPACE AND HUMAN NEEDS
UNIT II

ASSIGNMENT SHEET #4--DETERMINE VALUES THAT INFLUENCE LIVING SPACE (HOUSING) NEEDS

In what kind of home would you be happiest? Read the directions carefully on the following pages and do exactly what you are asked to do. When you get to page 64-A you will have the answer.

First look through the characteristics of homes below and decide which you like best. Put a "1" on the line opposite your choice. Look through the list again and write "2" by the place you like next best. Then look for your third choice and write "3." Keep going until you number every place. There should be 10 numbers.

A home should be:

1. Beautiful ____
2. Comfortable ____
3. Convenient ____
4. In a good location ____
5. Planned for good health ____
6. Place where hobbies or other interests can be followed ____
7. Private ____
8. Safe ____
9. Place where you can share activities with family and friends ____
10. Inexpensive ____

Read the following descriptions of homes. When you have finished you will have a chance to vote again.

ONE

This is a beautiful home. It has nice colors and good design. It is good to look at both inside and outside and fits in with the surroundings. You may not have much chance to carry on your hobbies and may not have much privacy but it is very beautiful.

TWO

This is a comfortable home, a place where you can rest and relax and find relief from strain. It won't be too hot or too cold and will have everything arranged to make you comfortable. It may not be very beautiful and might not be economical but you will have real comfort in this home.

Reprinted from Personal and Family Values in the Choice of a Home. New York, New York: Cornell University, Agricultural Experiment Station, Bulletin 840, November, 1947. pp. 8-16.

ASSIGNMENT SHEET #4

THREE

This home is convenient; it is neat and orderly, with a place for everything. It has many new labor saving devices. Household tasks and chores may easily be done in this place. You may not like the location and you may not have enough privacy but it is convenient.

FOUR

This home is in a perfect location. It is in a neighborhood that you like and is handy to the places that are important to you. It might not be a very comfortable place nor too safely built but the location is just right.

FIVE

This home is built for good health. It is spotlessly clean and it will be easy to keep clean. There is lots of sunshine, light, and fresh air. It may not be in the best location nor an especially good place for inviting your friends, but it will offer much to keep you well.

SIX

In this home you can putter around and do the things you really like to do. You can carry on almost any personal interst or hobby. It might not be very beautiful nor too safely built, but things you like to do in your spare time at home can easily be done in this place.

SEVEN

This home will give each member of the family some privacy. You can do the things you want to do without being bothered. You will have some space that will be your very own. It might not be too well planned for health or convenience but you will have some privacy when you want it.

EIGHT

This home is built for safety. You will feel safe from wind and storm. There won't be much chance of the house catching fire and little chance for accidents. It might not be very comfortable nor too well planned for friendship activities, but you will feel safe in this home.

NINE

This is a home where you can bring your friends. It will also be a place where the family can have some good times together. It may not be economical and might not be very convenient, but you will always be able to have social good times with the family or friends.

ASSIGNMENT SHEET #4

TEN

This is a home that is not expensive. It won't cost much to operate. It will fit in with your family income. It may not be the best place for inviting friends nor too well planned for health but it will suit the family income.

Now that you know more about these homes, which three would you like best to live in and which two would you like the least.

Number ______ is my first choice.
Number ______ is my second choice.
Number ______ is my third choice.
The home I like the least is number ______.
The home I like next least is number ______.

What you have done so far has shown what kind of home you think you would like, but you can't be sure until you compare every home with every other home. Now you will have a chance to do just that. If you were shopping for a home, which one in each pair would you like best? Draw a circle around the number of the home you prefer in each pair. It might be difficult to decide, but you should make a choice in each case. Don't miss a single one.

1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

10 - is the inexpensive home. It won't cost much to operate and will suit the family income.

---

9 - is the home to bring your friends. You will be able to have many good times here.

6 - is for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.

---

2 - is the comfortable home. You will be able to rest, relax, and feel at ease.

8 - is the safely built home. There will not be much danger of fire, accidents, or other such troubles.

---

7 - is the home that will give you some privacy. You can do the things you want to do without being bothered.

9 - is the home to bring your friends. You will be able to have many good times here.

---

3 - is the convenient home. It is neat and orderly and has many new labor saving devices.

6 - is for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.

ASSIGNMENT SHEET #4

4 - is the home in the ideal location. It is near to the things that are really important to you.
1 - is the beautiful home. It has nice colors and good design. It is good to look at both inside and outside.

6 - is for personal interests or hobbies. You can spend your spare time at home doing almost anything you like to do.
10 - is the inexpensive home. It won't cost much to operate and will suit the family income.

5 - is the home built for good health. It is clean; there is lots of sunshine and fresh air.
3 - is the convenient home. It is neat and orderly and has many new labor saving devices.

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ASSIGNMENT SHEET #4

Here you will find the answer to the question on page 57-A.

Look through the choices you have just made. Count all the 1's you have circled and write the total by number 1 in the list below. Then count the 2's circled and continue through the ten numbers.

TOTAL	TOTAL
______1 Beauty	______6 Personal Interests
______2 Comfort	______7 Privacy
______3 Convenience	______8 Safety
______4 Good Location	______9 Friendship Activities
______5 Health	____10 Economy

Write the words with the highest totals in the blanks below.

The kind of home that will make me the happiest to live in will provide for ___________, ___________, ___________, ___________, and ___________.

The next step in determining values is to see how you feel about the home you are living in.

Describe how you feel about your home by putting a cross (X) on each line. For example, if you feel that your home is very beautiful, put a cross there; if you think it isn't at all beautiful, put a cross there; or if it is some place between these two, put a cross in between. Do the same with each line.

very beautiful	average	not at all beautiful
very comfortable	average	very uncomfortable
very convenient	average	very inconvenient
very good location	average	poor location
well planned for health	average	poorly planned for health
well planned for personal interests	average	poorly planned for personal interests

ASSIGNMENT SHEET #4

ample privacy	average	no privacy
very safe	average	very unsafe
good for friendship activities	average	not good for friendship activities
very inexpensive	average	very expensive

The last step is for you to tell what these home values mean to you.

If you were asked to give your idea of a beautiful girl, you might say, "My idea of a beautiful girl is one who has red hair and brown eyes, weighs 120 pounds, and is 5' 6" tall."

In the same way think what a beautiful home means to you and tell three definite things about it. Do the same for all sentences below.

1. My idea of a beautiful home is ______________________________
____
2. My idea of a comfortable home is ______________________________
____
3. My idea of a convenient home is ______________________________
____
4. My idea of a good location is ______________________________
____
5. My idea of a home planned for good health is ____________________
____
6. My idea of a home planned for personal interests is ________________
____
7. My idea of a home that gives privacy is ________________________
____
8. My idea of a safe home is ______________________________
____
9. My idea of a home where I can bring my friends is ________________
____
10. My idea of a home that isn't expensive is ______________________
____

LIVING SPACE AND HUMAN NEEDS
UNIT II

ASSIGNMENT SHEET #5--ANALYZE INFLUENCE OF LIVING SPACE ON BEHAVIOR

Select three buildings or areas and list the different behavior settings, such as various offices, study rooms, reference or library rooms, specific class or meeting rooms, lounge, cafeteria, park, shopping mall. Observe a behavior setting and answer the questions on the following pages.

ASSIGNMENT SHEET #5

Surveying the Scene

Behavior setting surveyed: ____________________

Amount of time surveyed: ____________________

Planned purpose: ____________________

Observed activities: ____________________

Rules for area use: ____________________

How rules were established: ____________________

Your Analysis:
How do the rules and the behavior setting help or hinder the wanted behavior?
Recommendations:

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ASSIGNMENT SHEET #5

Surveying the Scene

Behavior setting surveyed:

Amount of time surveyed:

Planned purpose:

Observed activities:

Rules for area use:

How rules were established:

Your Analysis:
How do the rules and the behavior
setting help or hinder the wanted behavior?
Recommendations:

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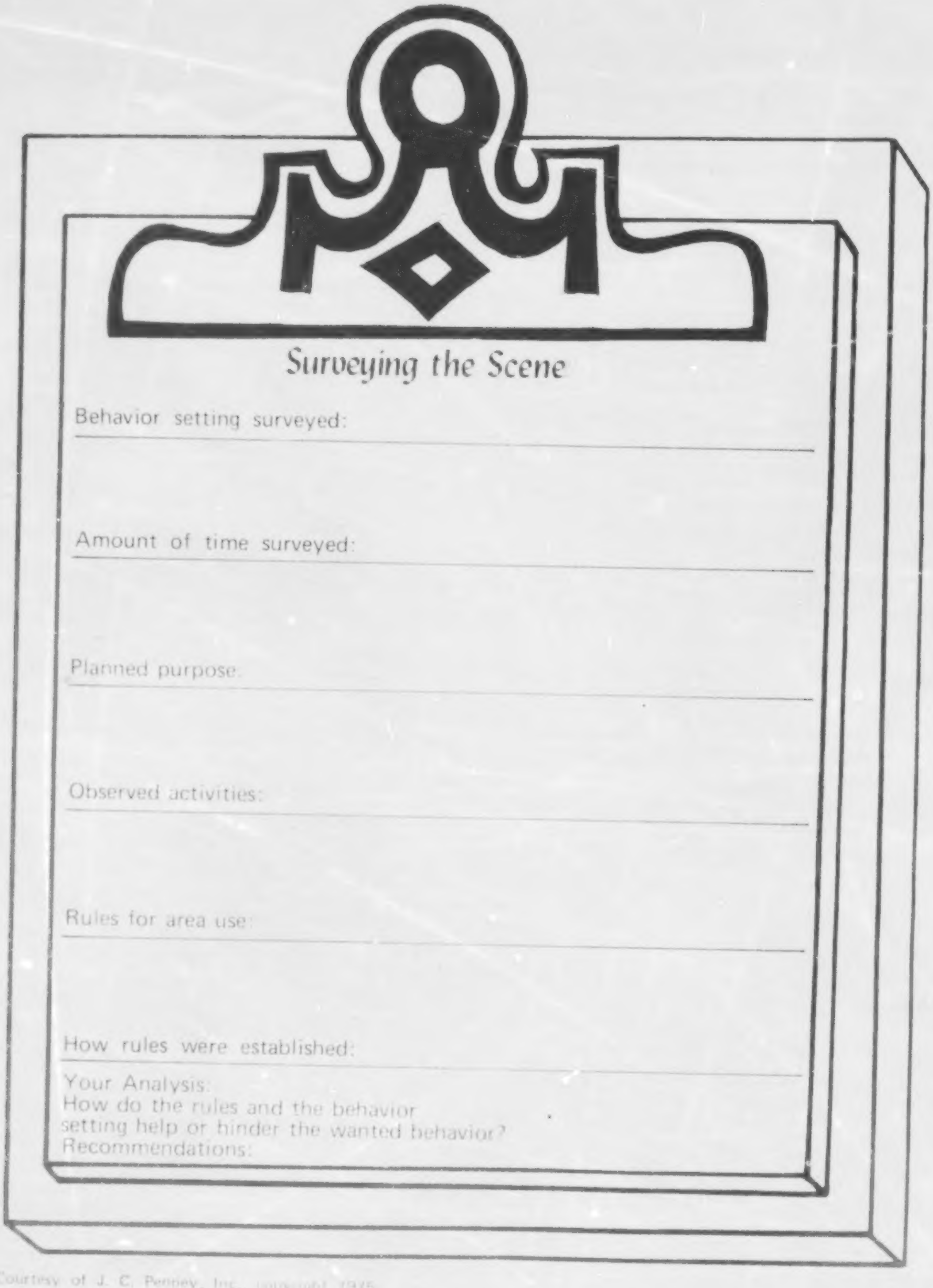
ASSIGNMENT SHEET #5



Surveying the Scene

Behavior setting surveyed:

Amount of time surveyed:

Planned purpose:

Observed activities:

Rules for area use:

How rules were established:

Your Analysis:
How do the rules and the behavior
setting help or hinder the wanted behavior?
Recommendations:

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LIVING SPACE AND HUMAN NEEDS
UNIT II

ASSIGNMENT SHEET #6--ARRANGE ROOM TO INFLUENCE BEHAVIOR

In order to develop living spaces (housing, school rooms, churches) that accomodate human needs, it is necessary to be aware of the effect of environment on cueing behavior of occupants. Using the blank sheets and the cut-outs, arrange furniture in the same basic room in order to "set the scene" for each of these behaviors: quiet work, conversation, and active play. Share your arrangements with the total class group.

(NOTE: This assignment's prime purpose is to arrange a room to influence behavior rather than to practice the guidelines for furniture arrangement!)

1. What other "props" that were not included on the form would help arrange the room to encourage the desired behavior?

Desired Behavior	Additional "Props" Needed	Why?
a. Quiet work		
b. Conversation		
c. Active play		

ASSIGNMENT SHEET #6

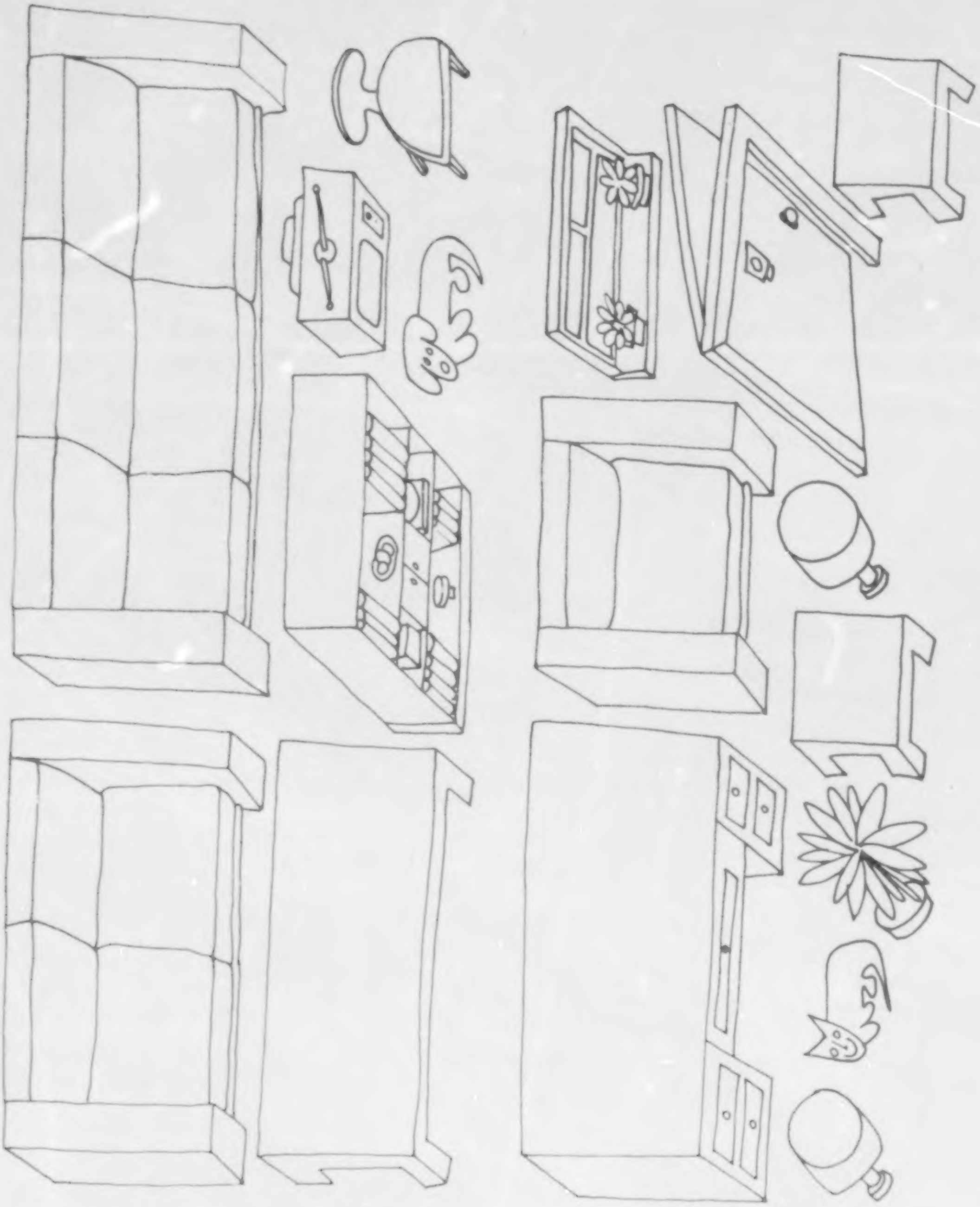
2. What objects were not chosen to arrange the rooms in order to encourage the desired behavior?

Desired Behavior	Objects Not Used	Why?
a. Quiet work		
b. Conversation		
c. Active play		

3. Does the group agree that your arrangements will encourage the desired behavior? Why or why not?

ASSIGNMENT SHEET #6

Desired Behavior: Quiet Work



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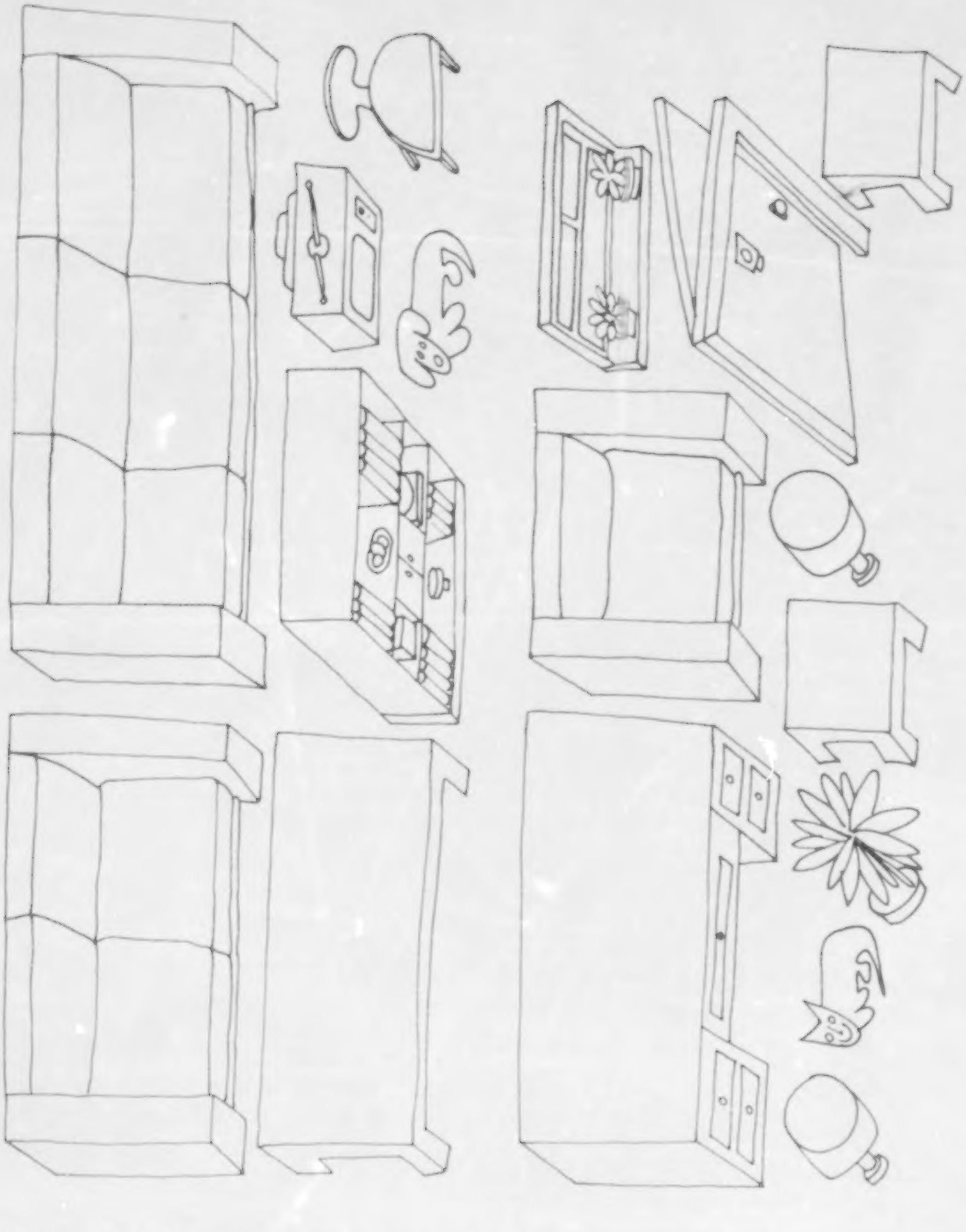
Desired Behavior: Quiet Work

Scale ½"=1'

ASSIGNMENT SHEET #6

Desired Behavior: Conversation



Courtesy of J. C. Penney, Inc., copyright 1975.

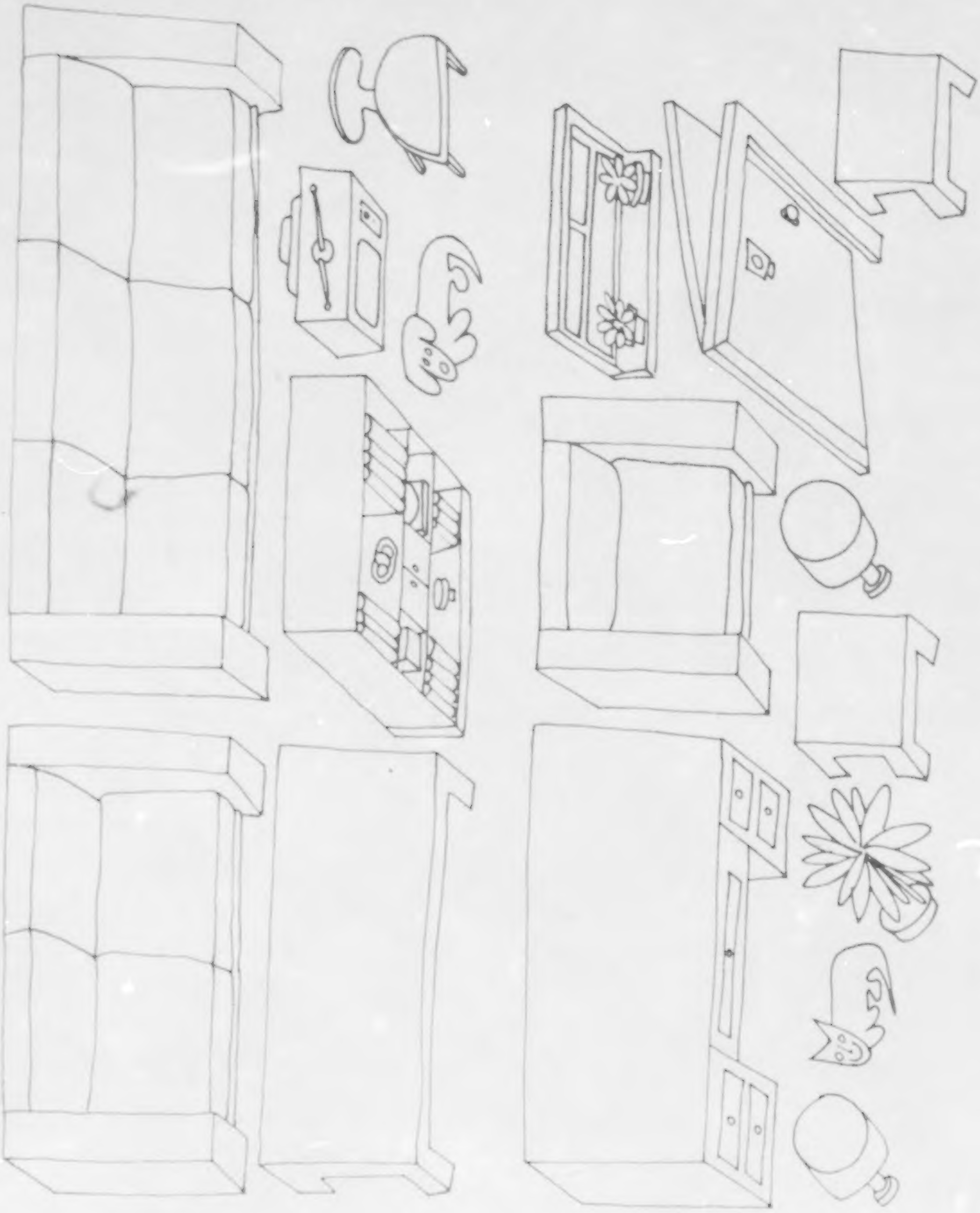
Desired Behavior: Conversation

Scale ½''=1'

HF - 81-A

ASSIGNMENT SHEET #6

Desired Behavior: Active Play



Courtesy of J. C. Penney, Inc., copyright 1975.

Desired Behavior: Active Play

Scale ½"=1'

LIVING SPACE AND HUMAN NEEDS
UNIT II

TEST

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Messages in the environment which enhance or detract from the potential development of an individual

______b. Feelings or overall emotional state with the use or presence of items or possessions that have sentimental or psychological value for the individual

______c. "Place" to carry out tasks, to be alone, to think, and to make mistakes without the entire family or neighborhood observing

1. Sense of place
2. Privacy
3. Psychological stimulation

2. Arrange in order the levels of human needs. Place a "1" in front of the lowest level, a "2" for the second level, and so on.

______a. Love and belongingness (attention)

______b. Self-actualization (self-realization)

______c. Safety

______d. Physiological

______e. Esteem

3. Discuss the relationship of Maslow's hierarcy of human needs to living space.

4. List the human needs met by living space.

   a.

   b.

   c.

   d.

5. List six values influencing living space needs.

   a.

   b.

   c.

   d.

   e.

   f.

6. List the annoyances in living space.

   a.

   b.

   c.

7. Discuss planning of living space to meet human needs.

8. Establish a sense of place.

9. Determine individual expression of privacy.

10. Interpret signs of psychological stimulation.

11. Determine values that influence living space (housing) needs.
12. Analyze the influence of living space on behavior according to observations.
13. Arrange a room to influence specific behavior.

(NOTE: If activities 8-13 have not been accomplished prior to test, ask the instructor when they should be completed.)

LIVING SPACE AND HUMAN NEEDS
UNIT II

ANSWERS TO TEST

1. a. 3

   b. 1

   c. 2

2. a. 3

   b. 5

   c. 2

   d. 1

   e. 4

3. Discussion should include:

   a. All human behavior is motivated by a desire for satisfaction of several different kinds of needs

   b. These human needs rank in order of most demanding (physiological) to the highest and ultimate need for self-actualization

   c. Once the lower needs are fulfilled to some degree then the next level begins to emerge

   d. Usually all the various levels of need exist to some extent most of the time

4. a. Sense of place

   b. Privacy

   c. Psychological stimulation

   d. Creativity

5. Any six of the following:

   a. Physical health

   b. Personal interests

   c. Location

- d. Safety
- e. Comfort
- f. Convenience
- g. Economy
- h. Beauty
- i. Friendship
- j. Privacy
- k. Aesthetics
- l. Social prestige

6. a. Noise
   b. Color
   c. Inconveniences

7. Discussion should include:
   a. Provide privacy needed to smooth out "dents" made in space bubbles during the day's activities
   b. Screen family members from overstimulation and stress of outside world
   c. Provide privacy when needed and to bring people together when desired
   d. Plan to allow enough space for the needs of each individual family member
   e. Be flexible enough to respond to changing needs of family and society

8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor

HOUSING SELECTION
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to compare housing alternatives in terms of advantages and disadvantages and his/her values and needs. He/she should be able to evaluate housing location in a neighborhood and floor plans. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define housing.
2. Match terms associated with housing to their correct definitions.
3. List housing alternatives.
4. Discuss in a short paragraph selection of a professional real estate agent.
5. Select from a list factors to consider in selection of housing.
6. Discuss basic requirements of a good floor plan.
7. Locate the types of housing available in a school district.
8. Compare advantages and disadvantages of housing alternatives.
9. Compare housing alternatives according to own values.
10. Evaluate housing location in neighborhood.
11. Evaluate floor plans.
12. Evaluate structure of a house.
13. Interpret common blueprint symbols.

HOUSING SELECTION
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Review selection of housing and home furnishings in *Home Economics II: Basic Core Curriculum* on family life cycle and the advantages of owning and renting housing.

   F. Invite a city government official to point out local ordinances affecting taxes, community services, pollution, heavy traffic, noise, and zoning in your locale.

   G. Collect pictures or drawings of housing alternatives which may be new or unfamiliar to your students.

      (NOTE: Faulkners' *Inside Today's Home* has many good examples!)

   H. Obtain a map of your local school district and make copies for students.

   I. Ask a real estate agent to discuss his/her career and how he/she can aide in selection of housing.

   J. Provide student with resource material to complete assignment sheets. Obtain actual blueprints to show students.

   K. Arrange field trips for students to complete assignment sheets.

      (NOTE: It may be helpful to work with a real estate agent when making these arrangements.)

   L. Give test.

   M. Reteach if necessary.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

C. Complete assignment sheets.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1--Locate Types of Housing

    2. Assignment Sheet #2--Compare Advantages and Disadvantages of Housing Alternatives

    3. Assignment Sheet #3--Compare Housing Alternatives

    4. Assignment Sheet #4--Evaluate Housing Location in Neighborhood

    5. Assignment Sheet #5--Evaluate Floor Plans

    6. Assignment Sheet #6--Evaluate Structure of a House

    7. Assignment Sheet #7--Interpret Common Blueprint Symbols

  D. Answers to assignment sheets

  E. Test

  F. Answers to test

II. References:

  A. Craig, Hazel Thompson. *Homes with Character.* 3rd ed. Lexington, Massachusetts: D.C. Heath and Company, 1970.

  B. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment.* Dallas: Webster Division/McGraw-Hill Book Company, 1970.

  C. Unger, Maurice. *Real Estate: Principles and Practices.* 5th ed. Dallas: South-Western Publishing Co., 1974.

  D. *Consumer Education Curriculum Modules: A Spiral-Process Approach.* Part II, Valuing Process. Fargo, North Dakota: College of Home Economics, North Dakota State University, 1974.

E. Jelley, Herbert M., and Herrmann, Robert O. *The American Consumer: Issues and Decisions.* Dallas. Gregg Division/McGraw-Hill Book Company, 1973.

F. Sherwood, Ruth F. *Homes: Today and Tomorrow.* Peoria, Illinois: Charles A. Bennett Co., Inc., 1972.

G. Allen, Phyllis Sloan. *The Young Decorator.* Provo, Utah: Brigham Young University Press, 1975.

III. Additional reference–Faulkner, Ray, and Faulkner, Sarah. *Inside Today's Home.* 4th ed. Dallas: Holt, Rinehart, and Winston, 1975.

HOUSING SELECTION
UNIT I

INFORMATION SHEET

I. Housing--Adequate living space suitable for family size that is within budget limits and in a satisfactory location for those who rent, lease, or buy

(NOTE: Ideal housing varies with each family unit and it's values and goals.)

II. Terms and definitions

A. Tract development--Housing resulting from investor's purchase of large tract of land, divided into lots; construction of houses using one or two house plans to control cost and to streamline work

B. Custom-built--Housing that is designed by an architect who draws a house plan and writes specifications for its construction according to owner's description of ideas and needs

C. Mobile home--Transportable structure built on a chassis and designed to be used as a dwelling unit with or without a permanent foundation

D. Factory-built--Method of housing construction for inexpensive and quick production of housing

Examples: Prefabricated--Various housing components put together at the factory and shipped to the site for immediate assembly

Precut--Method of housing construction in which all materials are cut, sized, and labeled in sequence for fast assembly

Modular--Housing which is put together and shipped in two or more units to be joined at the site to form a complete dwelling

E. Cooperative--Form of home ownership through the purchase of shares of stock in a multi-unit housing complex

(NOTE: The resident occupies but does not own his/her unit. Rather, he/she owns a share of stock in the corporation.)

F. Condominium--Individual ownership of an apartment or house in multi-unit project but sharing common areas and facilities with co-owners

(NOTE: Common areas include gardens, swimming pools, and lobbies.)

INFORMATION SHEET

G. Duplex--Two separate housing units under a single roof but sharing a common wall

H. Townhouse (rowhouse)--Series of individual housing units which have their own front and back walls but which share side walls with neighbors

I. Floor plan--Layout of rooms in a house as they would appear if the roof were removed and the house viewed from above

J. Blueprint--Photographic reproduction of an original drawing of a floor plan

K. Traffic lanes--Routes of travel from one room to another and through an area within the house

(NOTE: Traffic lanes used most often should be direct and efficient.)

L. Zoning--Classification of real estate to regulate use of land

Examples: Only single-unit residences allowed in certain areas; prohibition of business and industry in residential areas

III. Housing alternatives (Assignment Sheets #1, #2, and #3)

A. Single-unit housing

1. Development

2. Custom-built

3. Older or "preowned"

4. Mobile home

5. Factory-built

B. Multi-unit housing

1. Cooperative

2. Condominium

3. Rental apartment

4. Duplex

INFORMATION SHEET

5. Townhouse (rowhouse)

6. Dormitory

7. Vacation

   Examples: Motel, hotel, travel trailer, motor home

8. Rented room

9. Institutional

   Examples: Hospital, prison, nursing home

IV. Selection of a professional real estate agent

(NOTE: It saves time for you and your agent if you can give the agent an idea of the price range your budget permits, a description of your needs, and a list of preferred localities.)

A. How to find a professional real estate agent

1. Check with neighbors and friends who have bought or sold their homes recently

2. Ask the mortgage loan officers of several banks and savings and loan associations for recommendations

3. Check real estate ads in local newspaper to see which agents specialize in the desired location and in housing alternatives that interest you

B. Characteristics of a reliable agent

1. Experience

   (NOTE: A veteran broker who is in business full-time is usually quite knowledgeable about the local real estate market, sources of financing, and the art of selling.)

2. Reputation

   (NOTE: The broker's "track record" of honesty, successful selling, and community acceptance are vital if he is to serve you well. However, realize a successful broker with many listings may not be able to give you the attention that you expect. Thus, you may wish to check the number of listings he is handling currently.)

INFORMATION SHEET

        3. Ability to get along with others

        4. Trust and fairness

V. Factors to consider in selection of housing (Assignment Sheet #4)

(NOTE: These guidelines are somewhat similar either for buying or renting housing.)

A. Trend of the neighborhood

(NOTE: If ownership is the goal, the location and character of the neighborhood are even more important than for renting. Neighborhoods with owner-occupied homes tend to be relatively stable in value.)

B. Site

(NOTE: Avoid site location in flood areas and in prevailing winds carrying noxious odors from factories. If possible, site should offer privacy, space for family recreation, and a pleasant view.)

C. Governmental jurisdiction

(NOTE: This influences the amount of taxes you will pay and the kind and quality of community services you get for your money. Communities differ in respect to control of air pollution, noise, heavy traffic, and zoning laws.)

D. Family needs, values, and goals

Examples: Does the housing provide for necessary "housework space"? Does the housing have the necessary and properly laid-out space to fulfill the needs of family, private, and group life?

E. Convenience

Examples: Transportation needs and distance from jobs, grocery stores, shopping centers, churches, schools, recreational areas, and medical facilities

F. Provision and adequacy of utilities and services

Examples: Water supply, sewerage, electric power, telephone service, streets, police and fire protection

INFORMATION SHEET

G. Exterior appearance

H. Climate

I. Budget

J. Construction

VI. Basic requirements of a good floor plan (Assignment Sheet #5)

(NOTE: Look for these requirements when buying and insist upon them when planning a house.)

A. Well-defined basic areas

1. Working and hobbies

(NOTE: These areas should be conveniently located with well-arranged and adequately lighted space.)

Examples: Cooking, washing dishes, laundering, sewing, woodworking, crafts

2. Eating

(NOTE: Space planned for quick snacks and informal family meals should be conveniently located in or near the kitchen. Where space permits more formal dining, the area should be private or able to be shut off from the clutter of the kitchen and from the front door.)

3. Living, entertainment, and recreation

(NOTE: Informal family and recreation rooms should be convenient to the kitchen and to the outside. Formal areas should be out of major traffic lanes and designed for privacy and relaxation.)

4. Sleeping and dressing

(NOTE: These areas should be located for quiet and privacy with easy access to bathrooms.)

B. Traffic lanes-Adequate but not wasteful

Examples: Central entrance hall which channels traffic to all areas of the house, need not be large

Easy access from kitchen to front door, back door, utility room, service area, garage, and all areas of the house

INFORMATION SHEET

Examples: Direct access from the utility area to the outside service area

Easy access from at least one living area to the outside living area

Access door from the front of the house directly to the kitchen, thus eliminating the necessity of always opening heavy garage doors

All major traffic lanes routed to avoid going through any room to reach another with the possible exception of the family room

C. Well-placed openings-Doors should be conveniently located and windows placed for easy treatment

D. Adequate wall space-Space should be planned for large and necessary pieces of furniture

E. Ample storage-Storage space should be conveniently located throughout the house and in the garage

F. Additional considerations

1. Plumbing should be economically located wherever possible, such as between the kitchen and the utility room, between bathrooms, or in a second story directly above plumbing on the ground floor

   (NOTE: Where possible, there should be a wash basin and a toilet near the back door.)

2. Fireplace should be away from the line of traffic and situated for the grouping of a private conversation area

3. There should be a place for study

   (NOTE: Frequently, with a minimum of planning, available space can be used for a variety of activities. For example, the dining area may be a study or a workroom between meals. A bedroom, if equipped with desk and light, can serve as a study and a place to work on hobbies.)

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #1-LOCATE TYPES OF HOUSING

Locate the types of housing available in the area served by your school. On a map of the school district show the location of the following housing alternatives: tract development, custom-built, older or "preowned," cooperative, condominium, rental apartment, duplex, townhouse (rowhouse), mobile home, dormitory, vacation, rented room, institutional, factory-built.

(NOTE: If you live in a large school district, you may want to use only one section.)

1. What types of housing are the most common?

2. What types of housing do not exist in your area?

3. What housing alternatives are available at the following price levels? Be sure to examine advertisements for housing in the newspaper.

   a. $12,000 and under

   b. $15,000

   c. $18,000

   d. $22,000

   e. $30,000

   f. $40,000 and over

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #2 COMPARE ADVANTAGES AND DISADVANTAGES OF HOUSING ALTERNATIVES

Using home economics textbooks, interviews, and other available resources, collect information to determine advantages and disadvantages of housing alternatives.

Housing Alternative	Advantages	Disadvantages
Development		
Custom built		

ASSIGNMENT SHEET #2

Housing Alternatives	Advantages	Disadvantages
Older or "preowned"		
Factory-built		
Mobile home		

ASSIGNMENT SHEET #2

Housing Alternatives	Advantages	Disadvantages
Modular		
Cooperative		
Condominium		

ASSIGNMENT SHEET #2

Housing Alternatives	Advantages	Disadvantages
Rental apartment		
Duplex		
Townhouse (rowhouse)		
Dormitory		

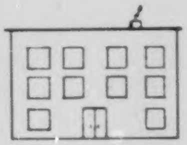
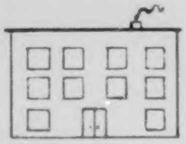
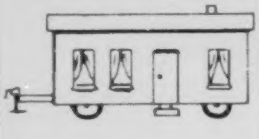
ASSIGNMENT SHEET #2

Housing Alternatives	Advantages	Disadvantages
Rented room		
Institutional		
Vacation		

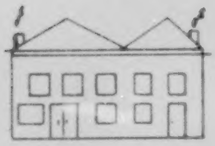
HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #3 COMPARE HOUSING ALTERNATIVES

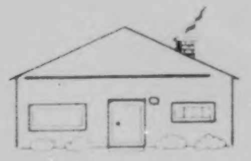
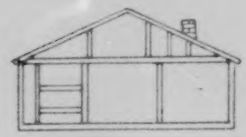
Read the housing alternatives and their descriptions. Consider your values as they relate to the types of housing listed. Choose at least three housing alternatives. In the column labeled "My Housing Choice and Explanation" describe a situation in your life which you might select the particular type of housing, for example, single and working, just married, married with two children, retired with no family at home. Explain how your specific values would influence your choice.

HOUSING	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Rent Furnished Apartment 	Furniture included. Caretaker has general responsibility of upkeep and repairs.	
Rent Unfurnished Apartment 	Furniture not included. Caretaker has general responsibilities of upkeep and repairs.	
Buy Mobile Home 	Put mobile home on a lot requiring rent. Upkeep of lot is responsibility of renter.	

ASSIGNMENT SHEET #3

HOUSING	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Rent Mobile Home	Rent paid includes use of lot and mobile home. Upkeep of lot is responsibility of renter. Taxes on mobile home are owner's responsibility.	
Rent Furnished Room 	One room with furniture. Usually no cooking facilities included. Usually a community bath.	
Rent Unfurnished House	Furniture and major appliances not provided. Landlord has major responsibilities of upkeep, repairs, and taxes. Lease may be required.	
Rent Furnished House	Furniture is provided. Major appliances are included. Landlord has major responsibility of unkeep, repairs, and taxes. Lease may be required.	

ASSIGNMENT SHEET #3

HOUSING	DESCRIPTION OF HOUSING	MY HOUSING CHOICE AND EXPLANATION
Buy Duplex 	Purchase two separate, identical apartments both in one dwelling. Can live in one and rent the other. Owner has full responsibility of upkeep.	
Rent Duplex 	Rent one of two separate identical apartments in one dwelling. Landlord has major responsibilities of upkeep. Renter may have some responsibilities.	
Buy Condominium 	Purchase a specific apartment in a building. Hallways and land are jointly owned by all persons in condominium. Each owner gives a yearly fee to cover maintenance personnel.	
Buy Own House 	Furniture must be provided by the purchaser. Owner is responsible for upkeep, repairs, and taxes on property.	
Build Own House 	Pay for and either build or have built house of desired plan. Owner has full responsibility for taxes, upkeep, and repairs.	

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #4 EVALUATE HOUSING LOCATION IN NEIGHBORHOOD

Consider practical aspects of a neighborhood, such as time and distance to place of work and to schools, availability of transportation, and "atmosphere" or "life-style." These are important when selecting the right location and neighborhood for you. As you shop, compare neighborhoods as much as houses.

Make your own personal observations, but also consult a builder, local government officials, real estate agent, and friends. As you explore various homes and neighborhoods, use these checkpoints to compare them and see whether the housing environment matches up with your wants and needs.

(NOTE: This assignment may be completed during a field trip or as a home experience.)

	Home 1	Home 2	Home 3
Shopping Are there adequate facilities close by?	☐	☐	☐
Churches Are they available and convenient?	☐	☐	☐
Community Is the community well planned?	☐	☐	☐
Neighbors Are they likely to be compatible with your tastes and life-style?	☐	☐	☐
Police and Fire Protection Are they adequate for the area?	☐	☐	☐
Schools Are the schools your children will attend located to suit you?	☐	☐	☐
Hospital Is there a hospital or medical center nearby?	☐	☐	☐
Hazards Are hazards, such as gas or oil tanks and streams that might overflow, at a considerable distance?	☐	☐	☐
Recreation Are there suitable facilities within walking distance for young and old alike?	☐	☐	☐
Trash and Garbage Disposal Are the arrangements adequate and frequent enough?	☐	☐	☐
Traffic Are streets likely to be busy or quiet?	☐	☐	☐
Does the speed limit suit you?	☐	☐	☐

ASSIGNMENT SHEET #4

	Home 1	Home 2	Home 3
Car Parking Are there adequate parking spaces and garage facilities for your needs?	☐	☐	☐
Transportation Is public transportation adequate and handy?	☐	☐	☐
Lay of the Land Is land well-drained?	☐	☐	☐
Do you like the "micro-climate?" For example, in a valley you may have a great deal of fog; on a hill, it may be windy!	☐	☐	☐
Landscaping Has proper landscaping been done to prevent erosion?	☐	☐	☐
Water Is there a reliable and drinkable source of water with adequate pressure to fit present and future community needs?	☐	☐	☐
Sewerage Is the sanitary sewerage disposal system reliable and adequate and does it meet present and anticipated future community needs?	☐	☐	☐
Privacy Are lots or units arranged to suit your family life-style?	☐	☐	☐
Nuisances Are there nearby sources of excessive noise, smoke, soot, dust, or odors that will degrade your housing environment or endanger members of your household?	☐	☐	☐
Assessments Are there special assessments covering a portion of the lot, street, or community development costs which will mean added monthly charges to you for a specified number of years?	☐	☐	☐
Zoning Are only single-unit residences allowed in this area?	☐	☐	☐
Are business and industry concerns prohibited in this area?	☐	☐	☐

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #5-EVALUATE FLOOR PLANS

Using the guidelines in the chart below, evaluate the following floor plans plus a floor plan of your choosing.

	House 1		House 2		House 3	
	Yes	No	Yes	No	Yes	No
In the *entrance area* look for:						
Sheltered doorway						
Few steps to climb						
Good access to all areas						
Space for removal of coats						
In the *bedroom area* look for:						
Quiet location						
Privacy for older children and adults						
Good ventilation						
Place for students to do homework						
Space for beds and bedmaking						
Conveniently located bathrooms						
Good closet and storage space						
In the *living room area* look for:						
Space that is not crossed by traffic						
Wall space for furniture						
Pleasant view						
Size in proportion to the number of bedrooms and in relation to needs and desires						
Room with at least two exposures to permit cross ventilation						
Screening from the street for privacy, such as walls, shrubbery, or window arrangement						
In the *dining area* look for:						
Easy access to kitchen						
Pleasant view						
Space for the entire family for formal and informal meals						
Adequate dish storage						

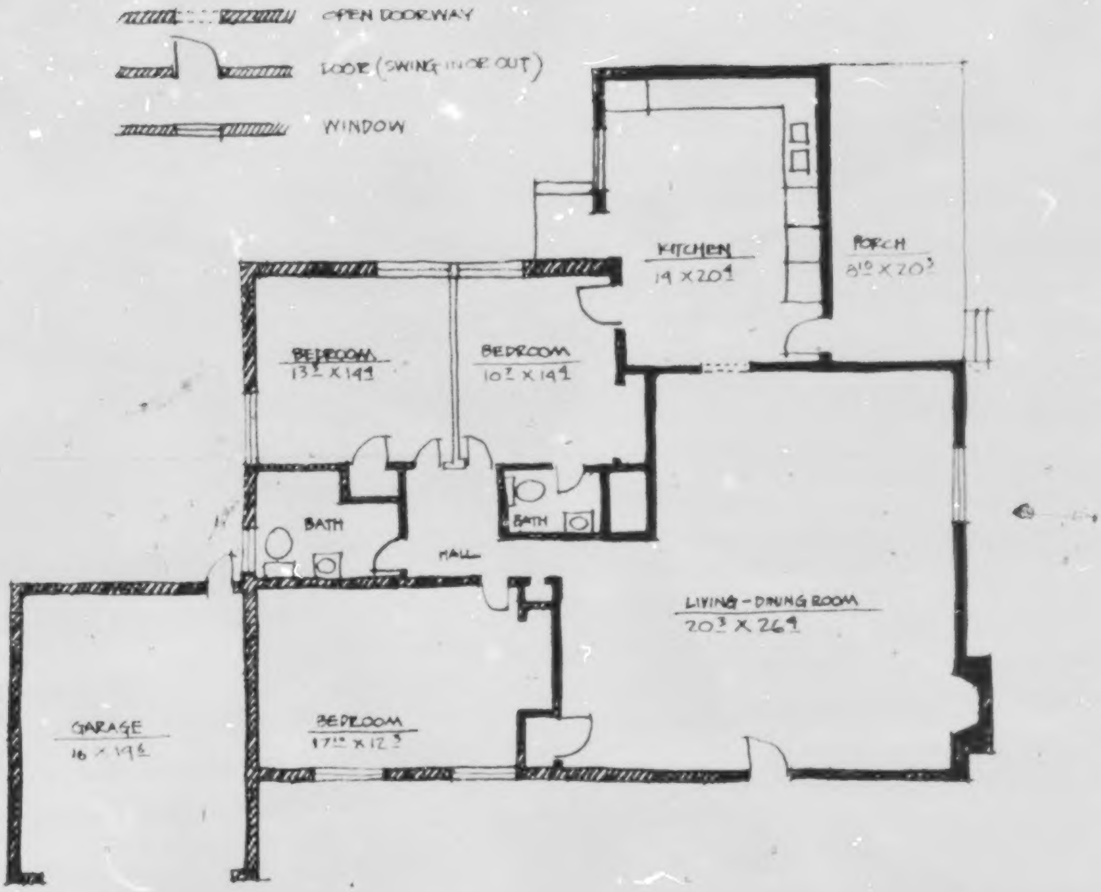
ASSIGNMENT SHEET #5

	House 1		House 2		House 3	
	Yes	No	Yes	No	Yes	No
In the *kitchen area* look for:						
Adequate but not excessive floor area						
Ample counter space						
Sufficient storage space						
Plan that does not isolate the homemaker						
Easy access to dining room, garage, work area, and entrances						
Second place for informal meals						
View of the area where children play						
In addition, look for:						
Space for tools and perhaps a workshop						
Place for children to play on stormy days						
Garage that is large enough						

(NOTE: All of the rooms mentioned above will not likely be in your first home, but if you have a future plan in mind, you can work toward this goal. Remember that the proper relationship of activity areas and traffic lanes to each other in a house plan makes housing easier to care for and more convenient and pleasant to live in.)

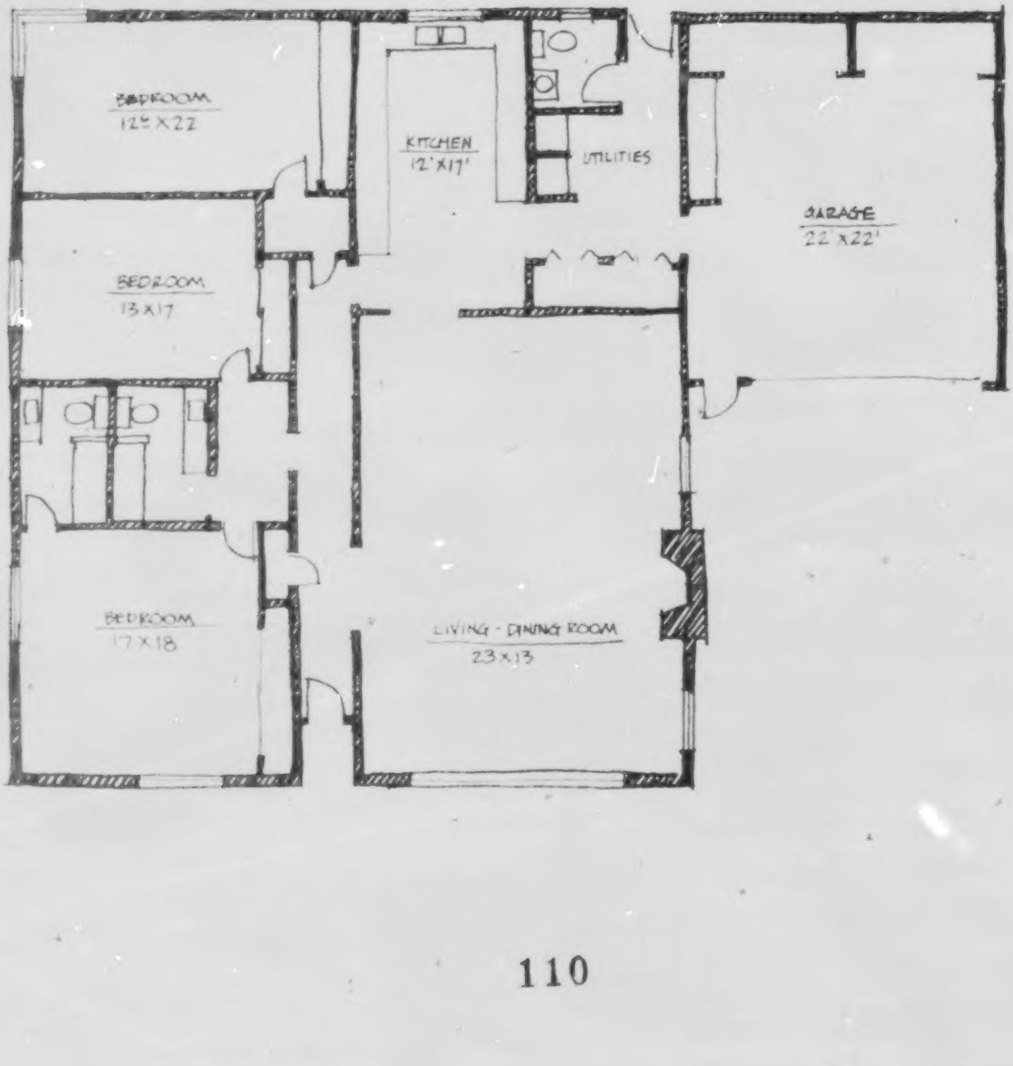
ASSIGNMENT SHEET #5

HOUSE #1


OPEN DOORWAY
DOOR (SWING IN OR OUT)
WINDOW
KITCHEN
14 X 20^{4}
PORCH
8^{10} X 20^{3}
BEDROOM
13^{2} X 14^{9}
BEDROOM
10^{2} X 14^{9}
BATH
BATH
HALL
LIVING - DINING ROOM
20^{3} X 26^{9}
GARAGE
16 X 19^{6}
BEDROOM
17^{10} X 12^{3}

ASSIGNMENT SHEET #5

HOUSE #2


BEDROOM
12^{6} X 22
KITCHEN
12' X 17'
UTILITIES
GARAGE
22' X 22'
BEDROOM
13 X 17
BEDROOM
17 X 18
LIVING - DINING ROOM
23 X 13

ASSIGNMENT SHEET #5

HOUSE #3

(NOTE: Using magazines or newspapers, select a floor plan and attach below.)

HOUSING SELECTION
UNIT I

ASSIGNMENT SHEET #6--EVALUATE STRUCTURE OF A HOUSE

Using the guidelines in the charts that follow, evaluate the construction of three different housing alternatives of your choice.

(NOTE: This assignment may be completed during a field trip or a home experience.)

HOUSE #1

		Good	Fair	Poor
1.	Is the roof leakproof? (NOTE: Check ceiling for water stains and/or cracks.)			
2.	Do walls seem sound and smooth, floors firm and level, carpentry well-fitted and joined?			
3.	Is the basement clean and dry?			
4.	Is lighting good in daylight and at night?			
5.	Are rooms large enough to take your furniture and is there sufficient wall space for arranging furniture?			
6.	Is the floor plan well-laid-out with separate areas for living, working, and sleeping?			
7.	Do bedrooms and baths provide quiet and privacy away from the living area?			
8.	Can you get from entry doors to other parts of the house without crossing the living room?			
9.	Does the kitchen suit you? Does it allow for good light and ventilation and are there enough outlets for plugging in all your kitchen appliances? (NOTE: There should be one electrical outlet for each cabinet space and one for each large appliance.)			
10.	Are there ample cabinets and counter work space for your family needs?			
11.	Have all interior wall, ceiling, and floor surfaces been properly finished?			
12.	Is there adequate and convenient closet room and storage space for linens and equipment?			
13.	Do doors, windows, and drawers work easily and safely?			
14.	Does plumbing work well and quietly, with adequate water pressure and free-flowing drains? (NOTE: Turn on all water faucets.)			

ASSIGNMENT SHEET #6

HOUSE #1

		Good	Fair	Poor
15.	Is heating, cooling, and ventilating equipment satisfactory and convenient?			
16.	Are there enougn electrical outlets well arranged and with sufficient amperage for your electrical equipment? (NOTE: No space along the wall should be farther than six feet from nearest receptacle.)			
17.	Are bathrooms and lavatories conveniently located? (NOTE: There should be an electrical outlet in lavatory area.)			
18.	Are wall spaces useable for attractive furniture arrangement and not too chopped up by windows and doors?			
19.	Are the rooms located to take advantage of sun and shade?			
20.	Are the views from the windows to your liking?			
21.	Are the temperature controls located in safe and convenient places?			
22.	Are there stairs, landings, and adequate handrails?			
23.	Does the home have full roof gutters and an adequate number of downspouts and splash blocks?			

ASSIGNMENT SHEET #6

HOUSE #2

		Good	Fair	Poor
1.	Is the roof leakproof? (NOTE: Check ceiling for water stains and/or cracks.)			
2.	Do walls seem sound and smooth, floors firm and level, carpentry well-fitted and joined?			
3.	Is the basement clean and dry?			
4.	Is lighting good in daylight and at night?			
5.	Are rooms large enough to take your furniture and is there sufficient wall space for arranging furniture?			
6.	Is the floor plan well-laid-out with separate areas for living, working, and sleeping?			
7.	Do bedrooms and baths provide quiet and privacy away from the living area?			
8.	Can you get from entry doors to other parts of the house without crossing the living room?			
9.	Does the kitchen suit you? Does it allow for good light and ventilation and are there enough outlets for plugging in all your kitchen appliances? (NOTE: There should be one electrical outlet for each cabinet space and one for each large appliance.)			
10.	Are there ample cabinets and counter work space for your family needs?			
11.	Have all interior wall, ceiling, and floor surfaces been properly finished?			
12.	Is there adequate and convenient closet room and storage space for linens and equipment?			
13.	Do doors, windows, and drawers work easily and safely?			
14.	Does plumbing work well and quietly, with adequate water pressure and free-flowing drains? (NOTE: Turn on all water faucets.)			
15.	Is heating, cooling, and ventilating equipment satisfactory and convenient?			
16.	Are there enough electrical outlets well arranged and with sufficient amperage for your electrical equipment? (NOTE: No space along the wall should be farther than six feet from nearest receptacle.)			

ASSIGNMENT SHEET #6

HOUSE #2

		Good	Fair	Poor
17.	Are bathrooms and lavatories conveniently located? (NOTE: There should be an electrical outlet in lavatory area.)			
18.	Are wall spaces useable for attractive furniture arrangement and not too chopped up by windows and doors?			
19.	Are the rooms located to take advantage of sun and shade?			
20.	Are the views from the windows to your liking?			
21.	Are the temperature controls located in safe and convenient places?			
22.	Are there stairs, landings, and adequate handrails?			
23.	Does the home have full roof gutters and an adequate number of downspouts and splash blocks?			

ASSIGNMENT SHEET #6

HOUSE #3

	Good	Fair	Poor
1. Is the roof leakproof? (NOTE: Check ceiling for water stains and/or cracks.)			
2. Do walls seem sound and smooth, floors firm and level, carpentry well-fitted and joined?			
3. Is the basement clean and dry?			
4. Is lighting good in daylight and at night?			
5. Are rooms large enough to take your furniture and is there sufficient wall space for arranging furniture?			
6. Is the floor plan well-laid-out with separate areas for living, working, and sleeping?			
7. Do bedrooms and baths provide quiet and privacy away from the living area?			
8. Can you get from entry doors to other parts of the house without crossing the living room?			
9. Does the kitchen suit you? Does it allow for good light and ventilation and are there enough outlets for plugging in all your kitchen appliances? (NOTE: There should be one electrical outlet for each cabinet space and one for each large appliance.)			
10. Are there ample cabinets and counter work space for your family needs?			
11. Have all interior wall, ceiling, and floor surfaces been properly finished?			
12. Is there adequate and convenient closet room and storage space for linens and equipment?			
13. Do doors, windows, and drawers work easily and safely?			
14. Does plumbing work well and quietly, with adequate water pressure and free-flowing drains? (NOTE: Turn on all water faucets.)			
15. Is heating, cooling, and ventilating equipment satisfactory and convenient?			
16. Are there enough electrical outlets well arranged and with sufficient amperage for your electrical equipment? (NOTE: No space along the wall should be farther than six feet from nearest receptacle.)			

ASSIGNMENT SHEET #6

HOUSE #3

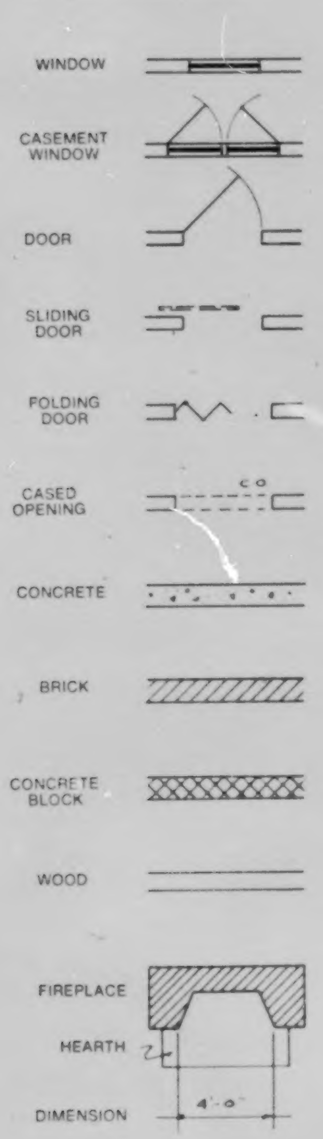
	Good	Fair	Poor
17. Are bathrooms and lavatories conveniently located? (NOTE: There should be an electrical outlet in lavatory area.)			
18. Are wall spaces useable for attractive furniture arrangement and not too chopped up by windows and doors?			
19. Are the rooms located to take advantage of sun and shade?			
20. Are the views from the windows to your liking?			
21. Are the temperature controls located in safe and convenient places?			
22. Are there stairs, landings, and adequate handrails?			
23. Does the home have full roof gutters and an adequate number of downspouts and splash blocks?			

HOUSING SELECTION
UNIT I

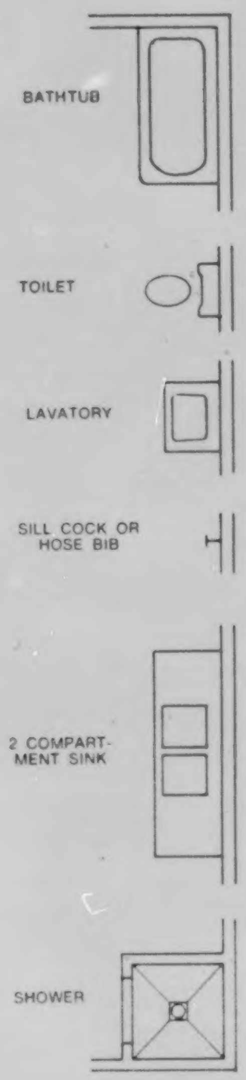
ASSIGNMENT SHEET #7--INTERPRET COMMON BLUEPRINT SYMBOLS

Using the common blueprint symbols and abbreviations below, label the architectural, plumbing, and electrical features on the floor plan provided.

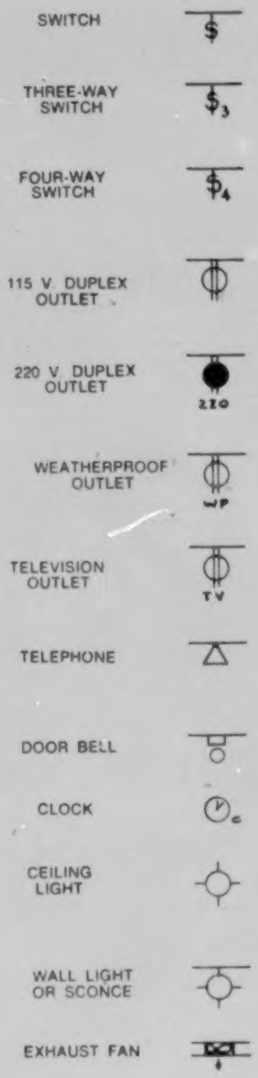
ARCHITECTURAL


WINDOW
CASEMENT WINDOW
DOOR
SLIDING DOOR
FOLDING DOOR
CASED OPENING
C O
CONCRETE
BRICK
CONCRETE BLOCK
WOOD
FIREPLACE
HEARTH
DIMENSION
4'-0"

PLUMBING

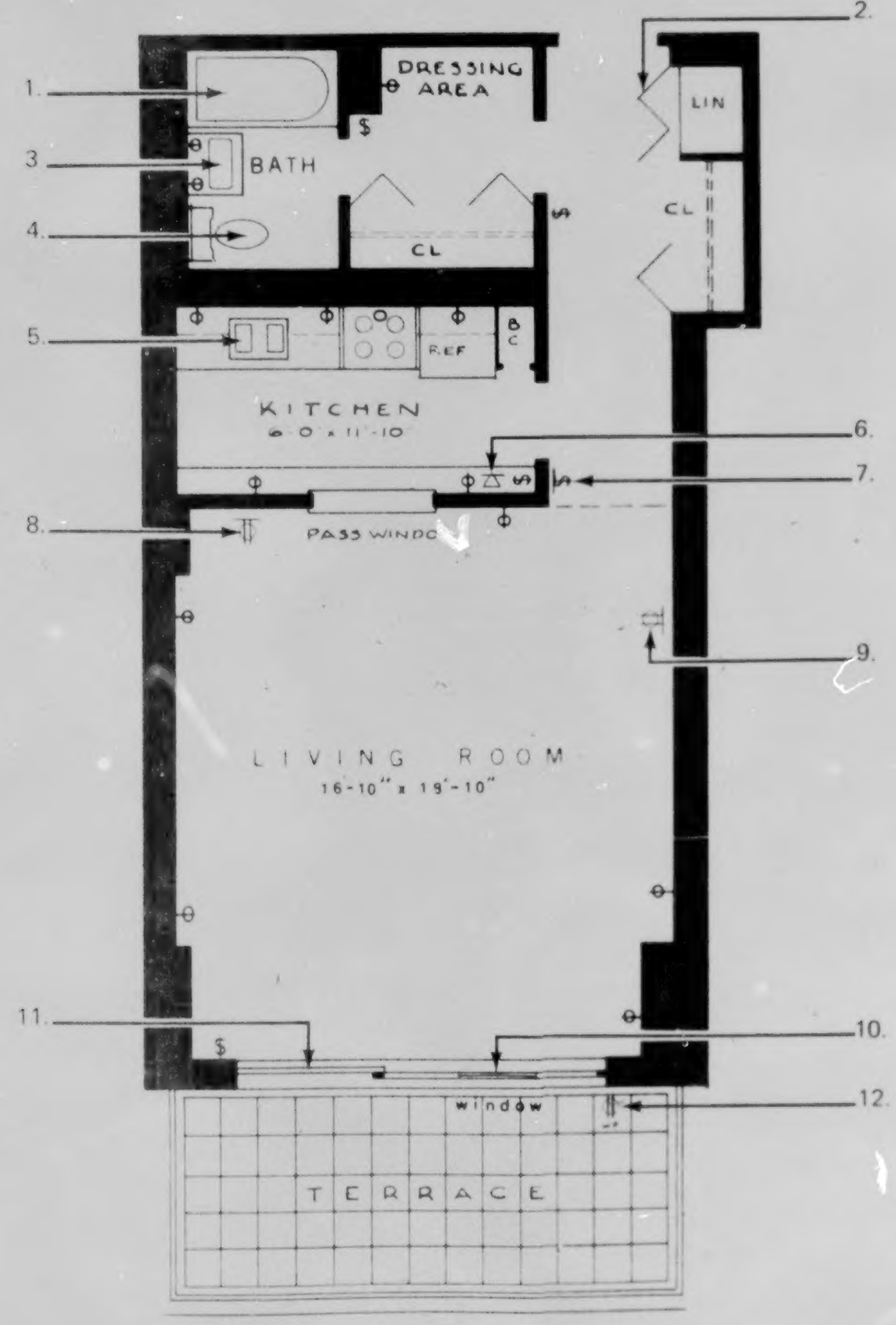

BATHTUB
TOILET
LAVATORY
SILL COCK OR HOSE BIB
2 COMPARTMENT SINK
SHOWER

ELECTRICAL


SWITCH
$
THREE-WAY SWITCH
$3
FOUR-WAY SWITCH
$4
115 V. DUPLEX OUTLET
220 V. DUPLEX OUTLET
220
WEATHERPROOF OUTLET
WP
TELEVISION OUTLET
TV
TELEPHONE
DOOR BELL
CLOCK
c
CEILING LIGHT
WALL LIGHT OR SCONCE
EXHAUST FAN

ASSIGNMENT SHEET #7

FLOOR PLAN: STUDIO APARTMENT


1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
DRESSING AREA
LIN
BATH
CL
CL
B C
REF
KITCHEN
6'-0" x 11'-10"
PASS WINDOW
LIVING ROOM
16'-10" x 19'-10"
window
TERRACE

HOUSING SELECTION
UNIT I

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #7

1. Bathtub
2. Folding door
3. Lavatory
4. Toilet
5. Two compartment sink
6. Telephone
7. Switch
8. Television outlet
9. 115 v. duplex outlet
10. Window
11. Sliding door
12. Weatherproof outlet

HOUSING SELECTION
UNIT I

TEST

1. Define housing in the space below.

2. Match the following terms associated with housing to their correct definitions. Place the appropriate numbers in the blanks provided.

______a. Layout of rooms in a house as they would appear if roof were removed and house viewed from above

______b. Form of home ownership through the purchase of shares of stock in a multi-unit housing complex

______c. Routes of travel from one room to another and through an area within the house

______d. Housing that is designed by an architect who draws a house plan and writes specifications for its construction according to owner's description of ideas and needs

______e. Two separate housing units under a single roof but sharing a common wall

______f. Transportable structure built on a chassis and designed to be used as a dwelling unit with or without a permanent foundation

______g. Housing resulting from investor's purchase of large tract of land, divided into lots; construction of houses using one or two house plans to control cost and to streamline work

1. Tract development
2. Custom-built
3. Mobile home
4. Factory-built
5. Cooperative
6. Condominium
7. Duplex
8. Townhouse (rowhouse)
9. Floor plan
10. Blueprint
11. Traffic lanes
12. Zoning

______h. Classification of real estate to regulate use of land

______i. Individual ownership of an apartment or house in multi-unit project but sharing common areas and facilities with co-owners

______j. Method of housing construction for inexpensive and quick production of housing

______k. Series of individual housing units which have their own front and back walls but which share side walls with neighbors

______l. Photographic reproduction of an original drawing of a floor plan

3. List six housing alternatives.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

4. Discuss in a short paragraph selection of a professional real estate agent.

5. Select from the list below factors to consider in selection of housing. Place an "X" in front of the suitable blanks.

_____a. Convenience

_____b. Governmental jurisdiction

_____c. Friends' like it

_____d. Trend of neighborhood

_____e. Season of the year

_____f. Family needs, values, and goals

_____g. Budget

_____h. Provision and adequacy of utilities and services

_____i. Exterior appearance

_____j. Site

6. Discuss in a short paragraph basic requirements of a good floor plan.

7. Locate the types of housing available in a school district.
8. Compare advantages and disadvantages of housing alternatives.
9. Compare housing alternatives according to own values.
10. Evaluate housing location in neighborhood.
11. Evaluate floor plans.
12. Evaluate structure of a house.
13. Interpret common blueprint symbols.

(NOTE: If activities 7-13 have not been accomplished prior to the test, ask your instructor when they should be completed.)

HOUSING SELECTION
UNIT I

ANSWERS TO TEST

1. Adequate living space suitable for family size that is within budget limits and in a satisfactory location for those who rent, lease, or buy

2. a. 9

   b. 5

   c. 11

   d. 2

   e. 7

   f. 3

   g. 1

   h. 12

   i. 6

   j. 4

   k. 8

   l. 10

3. Any six of the following:

   a. Development

   b. Custom-built

   c. Older or "preowned"

   d. Mobile home

   e. Factory-built

   f. Cooperative

   g. Condominium

   h. Rental apartment

   i. Duplex

   j. Townhouse (rowhouse)

   k. Dormitory

   l. Vacation

   m. Rented room

   n. Institutional

4. Discussion should include:
    a. How to find a professional real estate agent
        1) Check with neighbors and friends who have bought or sold their homes recently
        2) Ask the mortgage loan officers of several banks and savings and loan associations for recommendations
        3) Check real estate ads in local newspaper to see which agents specialize in the desired location and in housing alternatives that interest you
    b. Characteristics of a reliable agent
        1) Experience
        2) Reputation
        3) Ability to get along with others
        4) Trust and fairness
5. a, b, d, f, g, h, i, j
6. Discussion should include:
    a. Well-defined basic areas
        1) Working and hobbies
        2) Eating
        3) Living, entertainment, and recreation
        4) Sleeping and dressing
    b. Traffic lanes--Adequate but not wasteful
    c. Well-placed openings--Doors should be conveniently located and windows placed for easy treatment
    d. Adequate wall space--Space should be planned for large and necessary pieces of furniture
    e. Ample storage--Storage space should be conveniently located throughout the house and in the garage

f. Additional considerations

1) Plumbing should be economically located wherever possible, such as between the kitchen and the utility room, between bathrooms, or in a second story directly above plumbing on the ground floor

2) Fireplace should be away from the line of traffic and situated for the grouping of a private conversation area

3) There should be a place for study

7. Evaluated to the satisfaction of the instructor

8. Evaluated to the satisfaction of the instructor

9. Evaluated to the satisfaction of the instructor

10. Evaluated to the satisfaction of the instructor

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

13. Evaluated to the satisfaction of the instructor

HOME FINANCE
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to arrange in order the financial and legal steps in purchasing a home and state rules that may be used to estimate how much to spend on housing. He/she should be able to list sources of mortgage loans, complete a chart on types of mortgages, and match types of mortgage contracts to correct descriptions. He/she should be able to distinguish between closing costs of buyer and seller and match types of home insurance to correct descriptions. The student should be able to calculate the amount that can be spent on housing and interview homeowners. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with home finance to their correct definitions.
2. Arrange in order the financial and legal steps in purchasing a home.
3. State rules that may be used to estimate how much to spend on housing.
4. List factors which determine buyer's ability to pay for housing.
5. Match types of mortgage contracts to their correct descriptions.
6. List sources of mortgage loans.
7. Complete a chart on types of mortgages and their characteristics.
8. Distinguish between the closing costs of the buyer and seller.
9. Select from a list reasons for foreclosure.
10. Match types of home insurance to their descriptions.
11. Calculate the amount that can be spent on housing.
12. Interview homeowners.

HOME FINANCE
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Review housing section in *Home Economics II: Basic Core Curriculum* for section on renting, buying, and leasing.

   F. Invite real estate agent to discuss facets of home purchase.

   G. Invite a resource person (mortgage loan officer) to speak about types of mortgages and mortgage contracts. Ask him/her to stress those that are common in your locale.

   H. Invite an insurance agent to point out aspects of buying home insurance.

   I. Obtain copies of documents (sales agreement, mortgage contracts, deed, and abstract) for students to examine.

   J. Obtain a chart which compares total cost of housing with rate of interest and years of loan.

   K. Arrange for a panel of at least three homeowners for students to interview to complete Assignment Sheet #2. Attempt to get homeowners of different age groups.

   L. Give test.

   M. Reteach if necessary.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

   C. Complete assignment sheets.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Assignment sheets
  1. Assignment Sheet #1--Calculate Amount to Spend on Housing
  2. Assignment Sheet #2--Interview Homeowners
- D. Answers to assignment sheets
- E. Test
- F. Answers to test

II. References:

A. Craig, Hazel Thompson. *Homes with Character.* Lexington, Massachusetts: D.C. Heath and Company, 1970.

B. Sherwood, Ruth F. *Homes: Today and Tomorrow.* Peoria, Illinois: Charles A. Bennett Co., Inc., 1972.

C. *Home Buyers Guide.* National Association of Home Builders of the United States; 15th and M Streets, N. W.; Washington, D.C. 20005.

(NOTE: This 1974 pamphlet is available free upon request.)

D. Unger, Maurice A. *Real Estate: Principles and Practices.* 5th ed. Dallas: South-Western Publishing Co., 1974.

E. *Selecting and Financing a Home.* Home and Garden Bulletin No. 182, U.S. Department of Agriculture.

(NOTE: This is available free upon request from county extension agent.)

F. *Wise Home Buying.* U.S. Department of Housing and Urban Development, Washington, D.C. 20410.

III. Additional references:

A. Morton, Ruth. *The Home: Its Furnishings and Equipment.* Dallas: Webster Division/McGraw-Hill Book Company, 1970.

B. Warmke, Roman F.; Wyllie, Eugene D.; and Sellers, Beulah E. *Consumer Decision-Making Guide to Better Living.* Dallas: South-Western Publishing Company, 1972.

C. Blackwell, Dorothy G. *Property and Personal Liability.* #T4111

(NOTE: This leaflet is availabie from county extension center.)

D. Thal, Helen M. *Your Family and Its Money.* Boston: Houghton Mifflin Company, 1968.

HOME FINANCE
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Purchase offer--Buyer's showing of his/her serious intention to buy by making a firm bid to seller

B. Sales agreement--Legal contract between buyer and seller stating conditions for sale of real estate property

(NOTE: The sales agreement is also called "contract of purchase," "offer," "contract," and "binder agreement.")

C. Earnest money--Deposit made by prospective buyer to show that he/she is serious about the purchase and to tie up property to prevent its sale to another party while financing is being arranged

(NOTE: Earnest money may also be called "hand money." If the deal goes through, the earnest money is applied against down payment or closing costs. If the deal does not go through, it may be forfeited.)

D. Escrow--Money or documents held by a third party until all conditions in a contract are fulfilled

E. Title search--Check of legal records (generally at county courthouse) to make sure that seller is legal owner and that there are no liens, overdue special assessments, or other claims on record

F. Abstract--Brief history of the ownership of property

(NOTE: The abstract lists all former transactions affecting ownership, such as liens, deeds, mortgages, sales, and any other matter that bears on the title of the property. An abstract makes the buyer reasonably sure that the title is free from defect.)

G. Title insurance--Protects lenders against loss if title is later found defective

(NOTE: An owner can protect his interest by purchasing separate coverage.)

H. Mortgage--Pledge of property as security in the repayment of a loan

INFORMATION SHEET

I. Assumption of loan-Mortgaged property is sold to a purchaser who then "takes over" mortgage payments

(NOTE: This situation is advantageous to the purchaser because it generally prevents refinancing the loan and allows the lower interest rate to be maintained.)

J. Deed (title)-Official written contract that is evidence of person's legal right to ownership of property

(NOTE: It includes a description of the property and outlines the details of the transfer. In some cases it is held in escrow until the loan is paid. The deed must be registered with the registrar of deeds [county courthouse] in order for it to be valid and in effect.)

K. Appraised value-Evaluation of the property to determine market price of house

L. Equity-Money value of property in excess of liens

(NOTE: This is the buyer's initial and increasing ownership rights in a house as he/she pays off the mortgage. When the mortgage is fully paid the buyer has 100% equity in the house.)

M. Foreclosure-Transfer of real estate ownership rights to mortgagee when mortgage payments cannot be met by mortgagor

N. Closing costs-Cash charges paid when purchase is final

(NOTE: Usually, these costs are in addition to the price of the home. Often closing costs include a settlement fee.)

O. Lien-Hold or claim which one person has upon the property of another as security for a debt

P. Default-Failure to meet financial obligations

Q. Mortgagor-Homeowner (borrower) who has agreed to repay a mortgage loan to the mortgagee

R. Survey-Check of property boundaries in order to avoid confusion over property placement

S. Prepayment clause-States the rules for paying off mortgage early

(NOTE: Some lending institutions will allow you to pay ahead with little or no penalty. However, most mortgagees do penalize if you pay off the mortgage in a short period of time by refinancing at a different financial institution.)

INFORMATION SHEET

T. Mortgagee–Lender who has agreed to lend money to the mortgagor

U. Interest–Cost paid by borrower for use of money borrowed

V. Principal–Amount of money borrowed in a mortgage loan, excluding interest and other charges

II. Financial and legal steps in purchasing a home

A. After buyer completes selection of a home, the buyer makes a purchase offer

B. If owner of home (seller) accepts offer, the buyer and seller enter into an agreement

(NOTE: The agreement may have any of several names, an "offer," a "binder," a "sales agreement," a "contract," or a "deposit receipt." Before signing an agreement, the buyer should seek the counsel of a good lawyer who has had considerable experience with real estate in the particular locality.)

C. When agreement is drawn up, earnest money is deposited and may be held in escrow

(NOTE: As a rule, the agreement states that the earnest money will become a part of the purchase price.)

D. Title search is made

E. Abstract of title is prepared

F. Title (deed) insurance is arranged

G. Mortgage arrangements are completed

H. Deed is signed and delivered to buyer

I. Deed (title) is recorded immediately in proper government office (county courthouse) as prescribed by state law

III. Rules used to estimate how much to spend on housing (Assignment Sheet #1)

(NOTE: Amount spent on housing includes operating and maintenance expenses as well as mortgage expense, taxes, and insurance. These rules of thumb are only estimates.)

INFORMATION SHEET

A. Home buyer may spend from 1 1/2 to 2 times his/her annual income on housing

(NOTE: If you have an annual income of $10,000 you may spend from $15,000 [$10,000 times 1 1/2] to $20,000 [$10,000 times 2] for a house. Under favorable conditions and if the buyer is young, healthy, and ambitious, the maximum may be safe. On the other hand, if the buyer is older, ill, or has uncertain employment prospects, the lower figure should be used as the guide.)

B. Buyer can afford a house that costs 100 times a month's rent

(NOTE: If you pay $200 a month in rent, your monthly budget will not change substantially if you purchase a house for $20,000 [$200 x 100].)

C. One month's house expenses should not exceed one week's pay or between 20 and 25 percent of the buyer's monthly income

D. One week's pay should equal 1% of the price of the house

Examples: $60 a week for a $6,000 house and $100 a week for a $10,000 house

IV. Factors which determine buyer's ability to pay for housing

A. Amount of buyer's income

(NOTE: Consider any changes you foresee. Take into account the stability of your income. If income fluctuates, can you manage during the low as well as the high periods? If part of the family income comes from the wife's employment, give careful thought as to whether this income should be built into long-term plans.)

B. Stability of household head's job and future prospects

(NOTE: You may want to invest more in a house if you feel reasonably secure in your job, the prospects look good for your income to increase at regular intervals, you have savings and insurance for emergencies, and you value having a home enough to adjust your spending on other things. If, however, you are not sure of your job, you are due a transfer, you expect your income to decrease, you have little insurance or savings, and your family is unwilling to cut back on other living expenses, it may be more sensible for you to invest less in a home.)

C. Cash reserve

(NOTE: Although major costs may be covered by mortgage, there are other cash expenditures related to establishing a new home, such as down payment, closing costs, new carpets or drapes, and additional furniture.)

INFORMATION SHEET

D. Scale of preferences for the buyer

(NOTE: Your way of life, values, and family size are important in determining what you can afford. Some people are more "home-oriented" than others and are willing to cut other expenses, such as travel and entertainment, to spend more on their homes.)

V. Types of mortgage contracts

(NOTE: Try to get a mortgage contract with no prepayment penalties or very mild ones.)

A. Amortized mortgage--Provides for regular payments of part interest and part principal

(NOTE: Because the payments are in equal amounts each month, most of the early payments actually go to interest whereas near the end of the amortization period, most of the payment goes to principal. This system allows for the gradual creation of equity in property. This is the most common form used in FHA, VA, and conventional-type mortgages.)

1. Budget mortgage--Amortized mortgage which also includes in the monthly payments one-twelfth of the year's taxes, a proportion of the yearly insurance premium, and any other charges which might, if left unpaid, constitute a basis for foreclosure

2. Package mortgage--Amortized mortgage that permits borrower to include equipment such as kitchen and laundry appliances, air conditioner, and carpet in the contract

(NOTE: These items may have worn out before mortgage is paid off.)

B. Straight mortgage--Usually made for short periods of time with no payment on the principal until the due date when the loan becomes payable in full

C. Open-end mortgage--Permits the mortgagor to finance further necessities without rewriting the loan

(NOTE: The maximum amount to which the open-end mortgage can be raised is usually stated in original contract.)

D. "First" mortgage--Establishes for the lender a first claim against the owner's rights on the property

E. "Second" or "junior" mortgage--Gives a lender a claim against the owner which is subordinate to the rights of the first mortgage

(NOTE: In the event of foreclosure the second mortgagee can submit his/her claim only after the first mortgagee has received full payment.)

INFORMATION SHEET

VI. Sources of mortgage loans

(NOTE: The wise borrower will shop for the best deal that suits his/her financial condition. Compare differences in interest rates, differences in methods of making payments, length of time given to repay the loan, and effect of a large cash down payment.)

A. Savings and loan association

(NOTE: Savings and loan associations are the largest source of financing for single family housing.)

B. Commercial bank

(NOTE: A national bank may be restricted in its lending program. For example, at a certain time a national bank might grant straight loans for no more than 50 percent of the appraised value and for a period of no more than five years. Amortized loans might be for 75 percent of the appraised value for up to 30 years. State laws which govern state banks vary greatly, ranging from no restrictions to restrictions similar to those for national banks.)

C. Individual

(NOTE: The rise of the long term amortized mortgage has reduced the importance of the individual in real estate financing.)

D. Government

Examples: Federal Housing Administration, Veterans Administration, Farmers Home Administration

E. Life insurance company

F. Mutual savings bank

G. Mortgage company

VII. Types of mortgages and their characteristics

Types	Characteristics
Conventional (NOTE This type of mortgage accounts for the majority of home mortgages.)	Refers to a two party loan between lender and borrower Is more easily available and more flexible than other kinds Involves no direct government support (NOTE: Home and credit are collateral. The mortgage is neither FHA insured or VA guaranteed.)

INFORMATION SHEET

	Requires a down payment of 5 - 35 percent (NOTE: Amount of down payment may vary with availability of mortgage money, the competition in area, and the financial position of the borrower.)
FHA-insured	Does not lend money, but encourages lenders to loan money on approved property against mortgagor's possible default (NOTE: Property must meet minimum standards as to quality of material and workmanship, room planning, lot size, and location.) Provides a house financing system for middle income families to purchase homes with longer repayment periods, lower interest rates, and smaller down payment than conventional mortgages (NOTE: FHA considers both the borrower's age and income as they relate to other factors that affect his/her ability to pay.)
VA-guaranteed (GI Loan)	Provides a house financing system for qualified veterans to purchase homes with long repayment periods, low interest rates, and little or no down payment Guarantees repayment of part of loan to the lender (up to a maximum amount) in the event of default Has no maximum mortgage amount (NOTE: The sale price of the home and buyer's income determine the limits.)

(NOTE: If you have a moderate income, live in an area under the current population limits, and cannot get a mortgage elsewhere on reasonable terms, the Farmer's Home Administration (FmHA) direct loan program might be helpful to you. Such loans may require no down payment. Consult your county agent.)

VIII. Closing costs of buyer and seller

A. Buyer

1. Title examination
2. Appraisal fee
3. Credit report
4. Deed transfer tax
5. Recording of mortgage and deed
6. Notary public fee

INFORMATION SHEET

7. Prorated taxes and insurance
8. Preparation of necessary papers
9. Settlement fee
10. Application for liens
11. Title insurance
12. Survey

B. Seller

1. Preparation of deed (title)
2. Realtor's fee

   (NOTE: This is frequently 6% of the selling price.)

3. Deed transfer tax
4. U.S. documentary tax
5. Prorated taxes and insurance

IX. Reasons for foreclosure

A. Death or severe illness of homeowner

B. Work lay-off

C. Marital difficulties leading to divorce or separation

D. Lack of responsibility

(NOTE: Not only do many homeowners default in their payments, but they also fail to consider major costs of home ownership, such as down payment, closing costs, debt service, taxes, costs of repair and maintenance, and depreciation.)

X. Types of home insurance

(NOTE: Protection for the home and its contents is available in various kinds of insurance policies. Compare amount of coverage and cost of different policies as they meet the needs of your situation.)

A. Standard fire insurance--Offers protection against losses from damage caused by fire and lightning on the house or structure itself

B. Extended fire insurance--Protects not only against losses caused by fire but also losses caused by hailstorm, tornado, wind, explosion, riot, aircraft damage, vehicle damage, and smoke damage

INFORMATION SHEET

C. Personal liability insurance--Protects homeowner in the event someone is injured on property

D. Theft insurance policy--Protects personal property against robbery, burglary, and larceny

(NOTE: Since property theft policies vary widely, select a policy carefully in order to be sure the policy insures the proper conditions.)

E. Homeowner's policy--Combines insurance on the house, garage, and other buildings and on personal property with personal liability

(NOTE: There are several homeowner's policies which differ in extent of coverage. You can buy a homeowner's policy for less than coverages bought separately.)

(CAUTION: Read policy carefully to determine kind and extent of coverages!)

F. Credit life insurance--Provides money to pay off mortgage should homeowner die or become disabled before loan is paid

HOME FINANCE
UNIT II

ASSIGNMENT SHEET #1--CALCULATE AMOUNT TO SPEND ON HOUSING

Estimate the amount to spend on housing according to the rules of thumb given in the information sheet. Use at least two of the rules of thumb to calculate the amount that can "safely" be spent on housing in each of the situations below.

1. Sara and Tom Jackson are young, healthy, and ambitious. They both have secure jobs and plan to stay in the area. Sara's income is $7,650 per year and Tom's income is $12,000 per year. What price range of home can they consider?

2. Jan and Keith Nelson are now renting an unfurnished apartment for $185 per month. They pay their own bills. They do not want to substantially change the amount they budget for housing. How much can they spend on a home?

3. Barbara Scott brings home $125 weekly. How much can she safely budget for housing costs?

HOME FINANCE
UNIT II

ASSIGNMENT SHEET #2--INTERVIEW HOMEOWNERS

Answer the following questions by interviewing different homeowners who have recently (during the last five years) purchased a home. Interview at least three different homeowners.

	Buyer #1	Buyer #2	Buyer #3
1. How old is household head?			
2. Why did you buy a home?			
3. What financial or legal steps did you encounter?			
4. How did you estimate how much was "safe" to spend on housing?			
5. From what type of lending agency did you secure your loan?			
6. What kind of mortgage did you obtain? Why?			
7. What kind of mortgage contract did you obtain? Why?			
8. What closing costs did you pay?			
9. What kind of insurance did you arrange?			

HOME FINANCE
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. $29,475 to $39,300
2. $18,500
3. $12,500

HOME FINANCE
UNIT II

TEST

I. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided. Terms and definitions are continued on the following page.

______a. Cash charges paid when purchase is final

______b. Brief history of the ownership of property

______c. Homeowner (borrower) who has agreed to repay a mortgage loan to the mortgagee

______d. Money or documents held by a third party until all conditions in a contract are fulfilled

______e. Legal contract between buyer and seller stating conditions for sale of real estate property

______f. States the rules for paying off mortgage early

______g. Lender who has agreed to lend money to the mortgagor

______h. Official written contract that is evidence of person's legal right to ownership of property

______i. Deposit made by prospective buyer to show that he/she is serious about the purchase and to tie up property to prevent its sale to another party while financing is being arranged

______j. Amount of money borrowed in a mortgage loan, excluding interest and other charges

______k. Check of legal records (generally at county courthouse) to make sure that seller is legal owner and that there are no liens, overdue special assessments, or other claims on record

1. Purchase offer
2. Sales agreement
3. Earnest money
4. Escrow
5. Title search
6. Abstract
7. Title insurance
8. Mortgage
9. Assumption of loan
10. Deed (title)
11. Appraised value
12. Equity
13. Foreclosure
14. Closing costs
15. Lien
16. Default

_____l. Mortgaged property is sold to a purchaser who then "takes over" mortgage

_____m. Pledge of property as security in repayment of loan

_____n. Buyer's showing of his/her serious intention to buy by making a firm bid to seller

_____o. Failure to meet financial obligations

_____p. Transfer of real estate ownership rights to mortgagee when mortgage payments cannot be met by mortgagor

_____q. Cost paid by borrower for use of money borrowed

_____r. Protects lenders against loss if title is later found defective

_____s. Evaluation of property to determine market price of house

_____t. Hold or claim which one person has upon the property of another as security for a debt

_____u. Check of property boundaries in order to avoid confusion over property placement

_____v. Money value of property in excess of liens

17. Mortgagor
18. Survey
19. Prepayment clause
20. Mortgagee
21. Interest
22. Principal

2. Arrange in order the financial and legal steps in purchasing a home. Place a "1" in front of the first step, a "2" in front of the second, and so on.

_____a. Title search is made

_____b. Mortgage arrangements are completed

_____c. After buyer completes selection of home, the buyer makes a purchase offer

_____d. Deed is signed and delivered to buyer

_____e. Title (deed) insurance is arranged ______f. If owner of home (seller) accepts offer, the buyer and seller enter into an agreement

______g. Deed (title) is recorded immediately in proper government office (county courthouse) as prescribed by state law

______h. Abstract of title is prepared

______i. When agreement is drawn up, earnest money is deposited and may be held in escrow

3. State one rule that may be used to estimate how much to spend on housing.

4. List factors which determine buyer's ability to pay for housing.

a.

b.

c.

d.

5. Match types of mortgage contracts to their correct descriptions by placing the appropriate numbers in the blanks provided. Definitions are continued on the following page.

______a. Permits the mortgagor to finance further necessities without rewriting the loan

______b. Amortized mortgage that permits borrower to include equipment such as kitchen and laundry appliances, air conditioner, and carpet in the contract

______c. Establishes for the lender a first claim against the owner's rights on the property

______d. Amortized mortgage which also includes in the monthly payments one-twelfth of the year's taxes, a proportion of the yearly insurance premium, and any other charges which might, if left unpaid, constitute a basis for foreclosure

1. Amortized
2. Budget
3. Package
4. Straight
5. Open-end
6. "First"
7. "Second" or "junior"

_____e. Gives a lender a claim against the owner which is subordinate to the rights of the first mortgage

_____f. Usually made for short periods of time with no payment on the principal until the due date when the loan becomes payable in full

_____g. Provides for regular payments of part interest and part principal

6. List four sources of mortgage loans.

a.

b.

c.

d.

7. Complete the following chart on types of mortgages and their characteristics by writing the type of mortgage in the appropriate space.

Types	Characteristics
a. __________	Provides a house financing system for qualified veterans to purchase homes with long repayment periods, low interest rates and little or no down payment Guarantees repayment of part of loan to the lender (up to a maximum amount) in the event of default Has no maximum mortgage amount
b. __________	Refers to a two party loan between lender and borrower Is more easily available and more flexible than other kinds Involves no direct government support Requires a down payment of 5 - 35 percent
c. __________	Does not lend money, but encourages lenders to loan money on approved property against mortgagor's possible default Provides a house financing system for middle income families to purchase homes with longer repayment periods, lower interest rates, and smaller down payment than conventional mortgages

8. Distinguish between the closing costs of the buyer and seller. Place a "B" in front of those closing costs of the buyer and an "S" in front of those closing costs of the seller. A blank may have more than one correct answer.

_____a. Survey

_____b. Notary public fee

_____c. Settlement fee

_____d. Preparation of deed (title)

_____e. Title insurance

_____f. Deed transfer tax

_____g. Credit report

_____h. Appraisal fee

_____i. U.S. documentary tax

_____j. Realtor's fee

_____k. Title examination

_____l. Prorated taxes and insurance

_____m. Recording of mortgage and deed

_____n. Preparation of necessary papers

_____o. Application for liens

9. Select from the list below reasons for foreclosure. Place an "X" in front of the suitable blanks.

_____a. Marital difficulties leading to divorce or separation

_____b. Death or severe illness of homeowner

_____c. Secure job

_____d. Lack of responsibility

10. Match the types of home insurance on the right to correct descriptions. Place the appropriate numbers in the blanks provided.

______ a. Combines insurance on the house, garage, and other buildings and on personal property with personal liability

______ b. Protects personal property against robbery, burglary, and larceny

______ c. Protects not only against losses caused by fire but also losses caused by hailstorm, tornado, wind, explosion, riot, aircraft damage, vehicle damage, and smoke damage

______ d. Provides money to pay off mortgage should homeowner die or become disabled before loan is paid

______ e. Offers protection against losses from damage caused by fire and lightning on the house or structure itself

______ f. Protects homeowner in the event someone is injured on property

1. Standard fire
2. Extended fire
3. Personal liability
4. Theft
5. Homeowner's
6. Credit life

11. Calculate the amount that can be spent on housing.

12. Interview homeowners.

(NOTE: If activities 11 and 12 have not been accomplished prior to the test, ask the instructor when they should be completed.)

HOME FINANCE
UNIT II

ANSWERS TO TEST

1. a. 14
   b. 6
   c. 17
   d. 4
   e. 2
   f. 19
   g. 20
   h. 10
   i. 3
   j. 22
   k. 5
   l. 9
   m. 8
   n. 1
   o. 16
   p. 13
   q. 21
   r. 7
   s. 11
   t. 15
   u. 18
   v. 12

2. a. 4
   b. 7
   c. 1
   d. 8
   e. 6
   f. 2
   g. 9
   h. 5
   i. 3

3. Any one of the following:

   a. Home buyer may spend from 1 1/2 to 2 times his/her annual income on housing

   b. Buyer can afford a house that costs 100 times a month's rent

   c. One month's house expenses should not exceed one week's pay or between 20 and 25 percent of the buyer's monthly income

   d. One week's pay should equal 1% of the price of the house

4. a. Amount of buyer's income

   b. Stability of household head's job and future prospects

   c. Cash reserve

   d. Scale of preferences for the buyer

5. a. 5
   b. 3
   c. 6
   d. 2
   e. 7
   f. 4
   g. 1

6. Any four of the following:
   a. Savings and loan association
   b. Commercial bank
   c. Individual
   d. Government
   e. Life insurance company
   f. Mutual savings bank
   g. Mortgage company

7. a. VA-guaranteed (GI loan)
   b. Conventional
   c. FHA insured

8. a. B
   b. B
   c. B
   d. S
   e. B
   f. B and S
   g. B
   h. B
   i. S
   j. S
   k. B
   l. B and S
   m. B
   n. B
   o. B

9. a, b, d

10. a. 5
    b. 4
    c. 2
    d. 6
    e. 1
    f. 3

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to locate types of housing design within his/her local community. The student should also be able to interview a homeowner in order to determine the factors which influenced the construction and architectural design of his/her housing choice. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Select from a list common construction features.
2. Select from a list exterior wall coverings.
3. Identify types of housing construction and architectural design.
4. Select from a list factors which influence housing construction and architectural design.
5. Select from a list additional construction and architectural exterior features.
6. Select from a list safety hazards created by design and construction of house.
7. Locate types of housing designs in the local community.
8. Interview a homeowner to determine the factors which influenced the construction and architectural design of his/her housing choice.

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Arrange a field trip for students to observe types of housing construction and architectural designs located in community.

   F. Invite resource person (fireman or county extension agent) to talk about safety hazards in the home.

   G. Invite a builder or contractor in the area to talk about exterior wall coverings, construction, and architectural features.

   H. Arrange for a panel of homeowners to discuss factors which influenced the construction and architectural design of his/her housing choice.

   I. Give test.

   J. Reteach if necessary.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

   C. Complete assignment sheets.

   D. Participate in field trip.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheet

C. Assignment sheets

   1. Assignment Sheet #1--Locate Types of Housing Designs

   2. Assignment Sheet #2--Interview a Homeowner

D. Test

E. Answers to test

II. References:

A. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment*. Dallas: Webster Division/McGraw-Hill Book Company, 1970.

B. Sherwood, Ruth F. *Homes: Today and Tomorrow*. Peoria, Illinois: Charles A. Bennett Co., 1972.

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

INFORMATION SHEET

I. Common construction features

(NOTE: The ability to recognize structural elements within the design of the house helps the potential home buyer evaluate the soundness of the house.)

A. Foundation

(NOTE: Foundation is that portion of a wall upon which the building rests and is built with either poured concrete or masonry block. In a house with a basement the foundation also serves as the basement walls. Check basement for dampness or leakage!)

B. Floors

(NOTE: Floors may be either wood or masonry.)

C. Exterior walls

D. Interior walls

E. Doors

F. Insulation

G. Roof

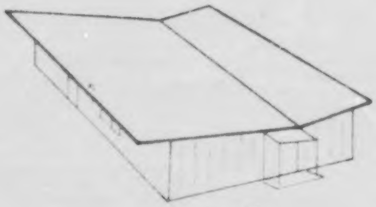
(NOTE: Construction features are continued on the next page.)

INFORMATION SHEET

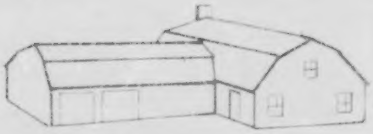
G. Roof

(NOTE: The more complex the roof shape, the more expensive it is to build. In evaluating a house, it is important to know that the roof is appropriate for the style of house, that the roof provides good drainage of water, and that the material will give long-lasting protection.)

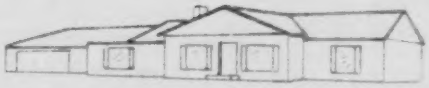
Examples:



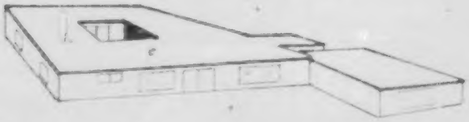
Butterfly Roof



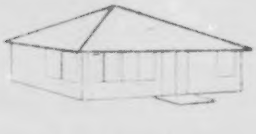
Gambrel Roof



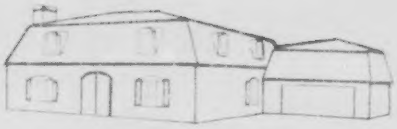
Gable Roof



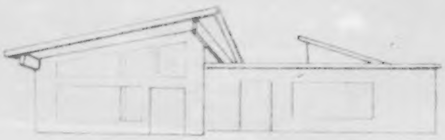
Flat Roof



Hip Roof



Mansard Roof



Shed Roof

INFORMATION SHEET

- H. Windows
- I. Heating
- J. Air conditioning
- K. Lighting
- L. Plumbing

II. Exterior wall coverings (Assignment Sheet #1)

- A. Brick
- B. Wood
- C. Plastic
- D. Steel or aluminum siding
- E. Stone
- F. Wood or asbestos shingles

  (NOTE: Asbestos is a suitable material because of its resistance to fire and chemicals.)
- G. Concrete block
- H. Poured concrete
- I. Glass

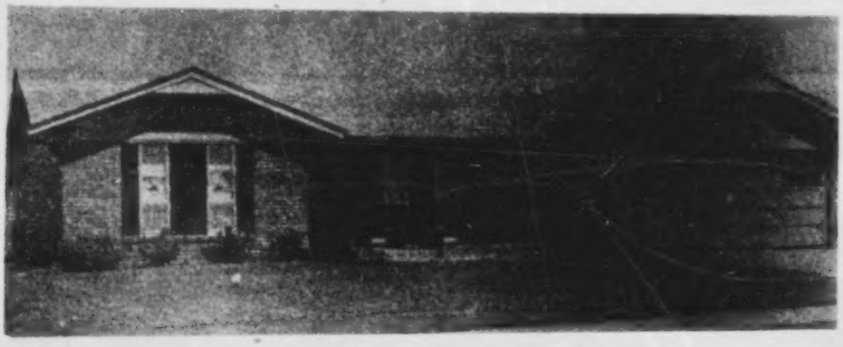
(NOTE: Others may be added to this list. As a general rule, no more than two materials should be combined on exterior walls.)

INFORMATION SHEET

III. Types of housing construction and architectural design (Assignment Sheet #1)

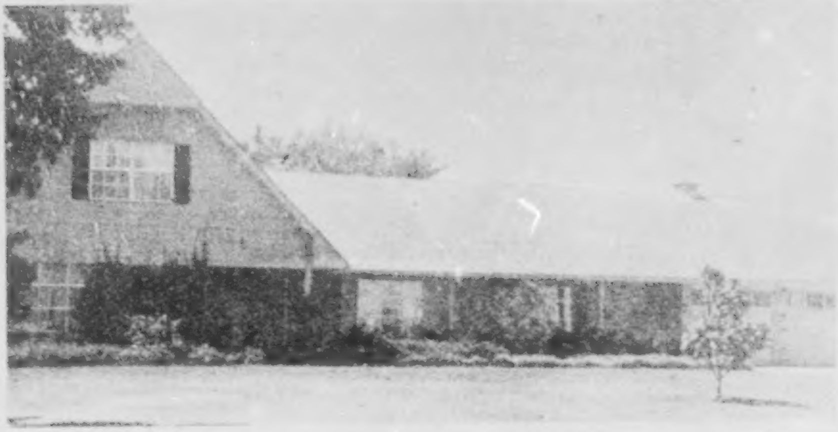
A. One story

(NOTE: This design allows a great amount of freedom in decorating or making repairs. However, in addition to a higher original cost, heating and cooling expenses will be higher because of the exposure and the distance that heat or cold must be circulated.)



B. One-and-one-half story

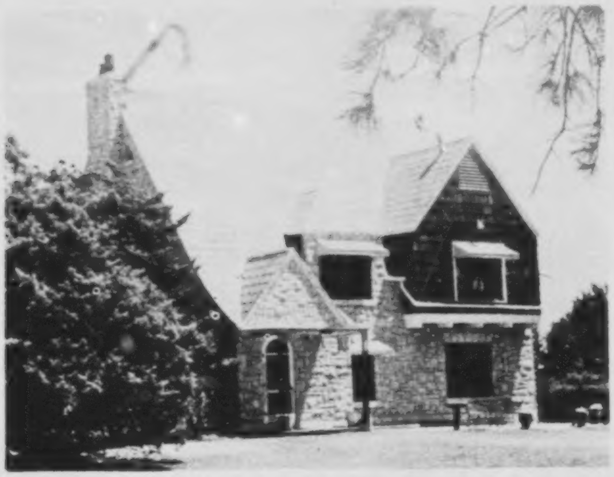
(NOTE: This style may be accommodated on a smaller lot than a one story. Also, it allows for economical installation of plumbing, concentrates heating and air conditioning equipment, and provides space under the sloping roof for storage. The height of the house makes it difficult to paint and repair without special equipment.)



INFORMATION SHEET

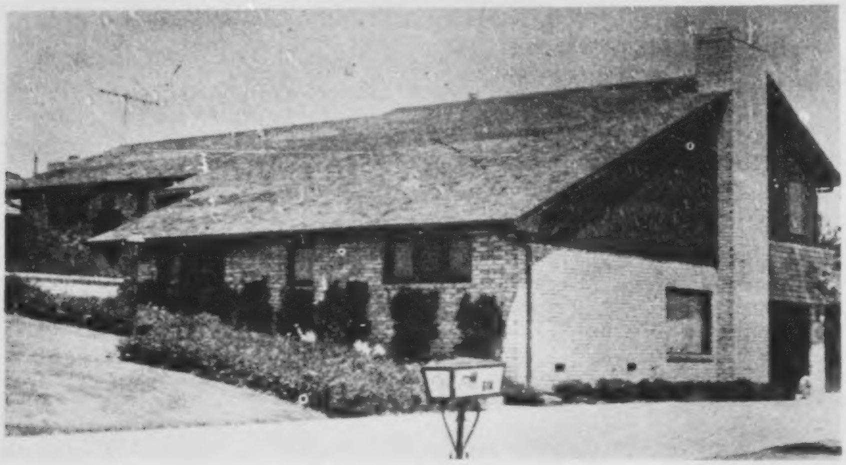
C. Two-story

(NOTE: This type makes it possible to double the floor area within a given enclosure, resulting in savings in land, foundation, and roof costs. The height of the house makes maintenance and repair more expensive.)



D. Split-level

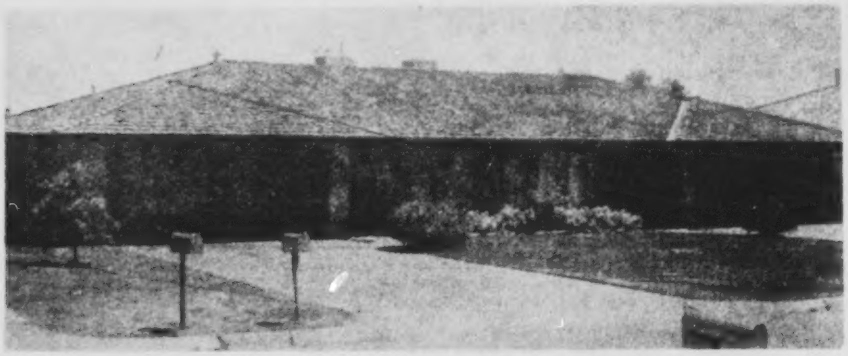
(NOTE: It has the advantages of taking up less space on a lot, adapting well to rolling land, and providing more living space with privacy and a variety of views than is possible in a one-story style. A split-level is less expensive to build than a one-story because it requires less excavation, foundation, and roof.)



INFORMATION SHEET

E. Duplex

(NOTE: The cost is generally less than for separate houses since sidewalls are shared and there are no windows and doors in the sidewalls.)



F. Townhouse (rowhouse)

(NOTE: The cost is generally less than for separate houses since sidewalls are shared and there are no windows or doors in the sidewalls. The greatest savings comes in land cost because there are no side yards.)

INFORMATION SHEET

IV. Factors which influence housing construction and architectural design (Assignment Sheet #2)

A. Reflection of time

B. Locale

C. Occupant

Examples: Personal likes and dislikes, income, cultural background

D. Space

E. Intended use

Examples: Permanent single-family dwelling, dormitory, lake house

V. Additional construction and architectural exterior features (Assignment Sheet #1)

A. Louvers

(NOTE: Louvers are slats set in an opening.)

B. Columns

C. Shutters

D. Patio

E. Breezeway

F. Balcony

G. Porch

(NOTE: Others may be added to the above list depending upon the location and style of home in area.)

VI. Safety hazards created by design and construction of house

A. Absence or looseness of railings on stairways, steps, terraces, and porches

B. Stairways which are too steep

C. Sliding glass doors which can be mistaken for open doorways

D. Doors which open directly into a stairwell

E. Doors which open into each other

F. Doorways or ceiling fixtures too low for headroom

INFORMATION SHEET

G. Unprotected trapdoors leading to cellars and attics

H. Electric outlet inadequately grounded

I. Lack of handrails in tubs and showers

J. Sinks and tubs without overflow openings

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

ASSIGNMENT SHEET #1--LOCATE TYPES OF HOUSING DESIGNS

Using the examples in the information sheet, locate types of housing construction and architectural designs in your local community.

1.

Housing design	How Many I Located
One-story	
One-and-one-half story	
Two-story	
Split-level	
Duplex	
Townhouse (rowhouse)	

2. What are the most common exterior wall coverings in your community? Why do you think these are the most common?

3. What additional construction and architectural exterior features did you find?

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

ASSIGNMENT SHEET #2--INTERVIEW A HOMEOWNER

Interview a homeowner to determine the factors which influenced the construction and architectural design of his/her housing choice. Write a brief description of your findings in the space provided below.

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

TEST

1. Select from the list below common construction features by placing an "X" in the appropriate blanks.

   _____a. Interior walls

   _____b. Roof

   _____c. Casement

   _____d. Footing

   _____e. Exterior walls

   _____f. Floors

   _____g. Insulation

   _____h. Foundation

   _____i. Heating

   _____j. Air conditioning

   _____k. Rafters

   _____l. Plumbing

   _____m. Lighting

   _____n. Windows

2. Select from the list below exterior wall coverings by placing an "X" in the appropriate blanks.

   _____a. Poured concrete

   _____b. Glass

   _____c. Adobe

   _____d. Stone

   _____e. Brick

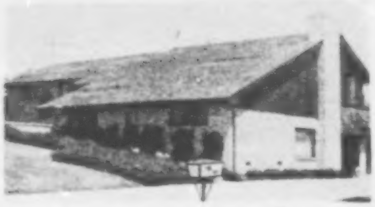
   _____f. Wood

______g. Concrete block

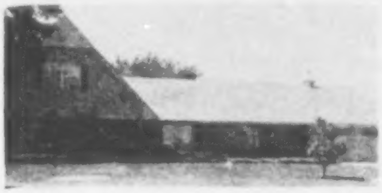
______h. Steel or aluminum siding

______i. Wood or asbestos shingles

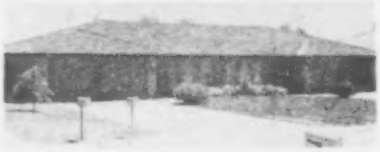
3. Identify the types of housing construction and architectural designs by matching the correct term to the drawing.



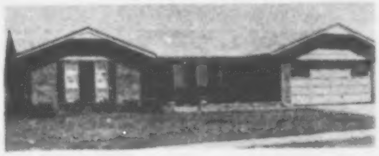
a. ______________________



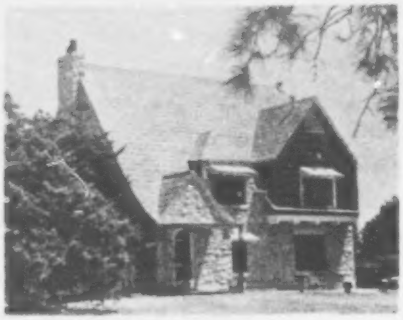
b. ______________________

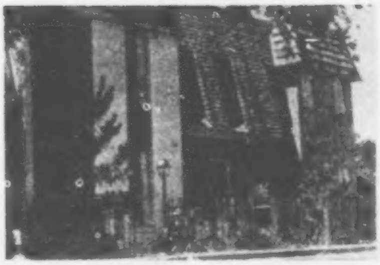


c. ______________________



d. ______________________





e. ______________________

f. ______________________

4. Select from the list below factors which influence housing construction and architectural design. Place an "X" in the appropriate blanks.

_____a. Space

_____b. Occupant

_____c. Intended use

_____d. Interest rate

_____e. Reflection of time

_____f. Taxes

_____g. Locale

5. Select from the list below additional construction and architectural exterior features. Place an "X" in the appropriate blanks.

_____a. Windows

_____b. Columns

_____c. Breezeway

_____d. Patio

_____e. Balcony

_____f. Louvers

_____g. Veneer

_____h. Shutters

_____i. Porch

6. Select from the list below safety hazards created by design and construction of house. Place an "X" in the appropriate blanks.

_____a. Lack of handrails in tubs and showers

_____b. Protected trapdoors leading to cellars and attics

_____c. Doors which avoid opening directly into a stairwell

_____d. Stairways which are too steep

_____e. Electric outlets adequately grounded

_____f. Sinks and tubs with overflow openings _____g. Doors which open into each other

_____h. Doorways or ceiling fixtures too low for headroom

_____i. Absence or looseness of railings on stairways, steps, terraces, and porches

_____j. Sliding glass doors which can be mistaken for open doorways

7. Locate types of housing designs in the local community.

8. Interview a homeowner to determine the factors which influenced the construction and architectural design of his/her housing choice.

(NOTE: If activities 7 and 8 have not been accomplished prior to the test, ask the instructor when they should be completed.)

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

ANSWERS TO TEST

1. a, b, e, f, g, h, i, j, l, m, n
2. a, b, d, e, f, g, h, i
3. a. Split-level

   b. One-and-one-half story

   c. Duplex

   d. One-story

   e. Two-story

   f. Townhouse (rowhouse)
4. a, b, c, e, g
5. b, c, d, e, f, h, i
6. a, d, g, h, i, j
7. Evaluated to the satisfaction of the instructor
8. Evaluated to the satisfaction of the instructor

ENVIRONMENTAL SPACE PLANNING
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to make a landscape plan. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with environmental space planning to their definitions.
2. Identify major areas of landscape plan.
3. Discuss goals of environmental space planning.
4. Select from a list landscape design materials.
5. Select from a list basic lawn maintenance tasks.
6. Match basic methods of planting lawn grass to their characteristics.
7. Name factors affecting selection of plants.
8. Make a landscape plan.

ENVIRONMENTAL SPACE PLANNING
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Make transparencies.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Invite a resource person (landscape architect, county extension agent, or person from a nursery) to describe importance and goals of environmental space planning.

   G. Arrange for students to observe methods of lawn planting.

   H. Arrange for students to make a landscape plan (Assignment Sheet #1) using a newly built home in the community, if possible.

   I. Assemble reference materials for students to complete assignment sheet.

   J. Give test. .

   K. Reteach if necessary.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

   C. Complete assignment sheet.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheet

C. Transparency masters

1. TM 1 Major Areas of Landscape Plan

2. TM 2 Basic Landscaping Symbols

3. TM 3 Basic Landscaping Symbols (Continued)

D. Assignment Sheet #1 Make a Landscape Plan

E. Test

F. Answers to test

II. References:

A. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment.* Dallas: Webster Division/McGraw-Hill Book Company, 1970.

B. Garrett, Pauline G. *Consumer Housing.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1972.

C. Mitchell, Paul J. *The Beginning of a Landscape Plan.*

(NOTE: This leaflet is available from county extension agent.)

D. *Home Planting by Design.* Washington, D.C.: Agricultural Research Service, U.S. Department of Agriculture. Home and Garden Bulletin No. 164. March, 1969.

(NOTE: This is available from county extension agent.)

ENVIRONMENTAL SPACE PLANNING
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Ecology–Study of individual organisms (from single-celled organisms to man) and their relationship to the total environment

   B. Erosion–Removal of soil by wind and/or water

   C. Fertilizer–Substance that adds food elements in a form and amount which can be absorbed by the plants and grass

   D. Deciduous–Trees and shrubs which drop their leaves each fall

   E. Evergreen–Trees and shrubs which stay green the year round

   F. Annual–Plant which completes its life cycle in one year

      Examples: Pansies, zinnias, hybrid petunias

   G. Perennial–Plant which lives more than one year

      Examples: Chrysanthemums, daisies, peonies

II. Major areas of landscape plan

   A. Public area

      (NOTE: Living space is space designed for rest, relaxation, or entertaining in reasonable privacy.)

      Examples: Patio, porch, sun deck

   B. Private area

   C. Service area

      Examples: Space for drying or airing clothes and household linens, trash can, vegetable garden

III. Goals of environmental space planning

   (NOTE: All of the natural features of the home site should combine with the house to form a unified picture.)

   A. Provision of usable outdoor spaces for living, work, and recreational purposes

   B. Preferred level of maintenance

      (NOTE: Yard work provides worthwhile exercise, but family needs, activities, and interests should be considered.)

INFORMATION SHEET

C. Attractive view from windows and patios

D. Room for growing flowers, fruits, and vegetables

E. Storage space for gardening equipment, outdoor furniture, and games

F. Provision for safety, security, and sanitation

G. Maintenance of proper ecological balance

Examples: Prevent erosion and insure proper drainage

IV. Landscape design materials

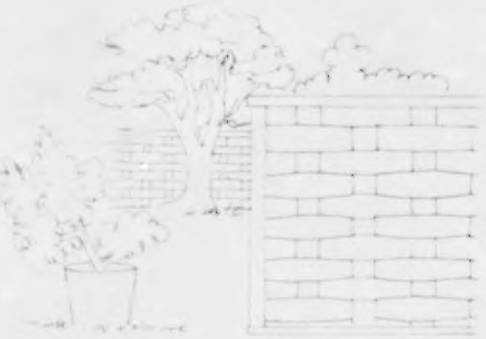
(NOTE: Using materials and designing in "tune with nature" produces the best landscape results. Specific temperatures and needs must be considered as well as anticipation of natural changes.)

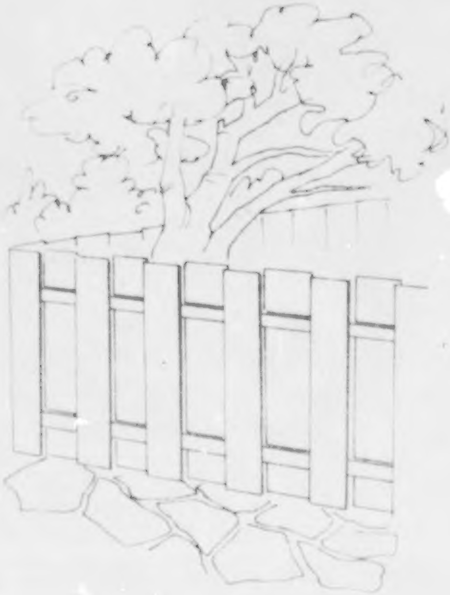
A. Ground surfacings

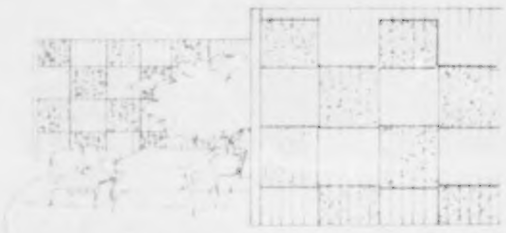
(NOTE: Like floor coverings, ground surfacings are either hard, such as stone and brick, or soft, such as lawns and ground covers.)

B. Fences, walls, and hedges

(NOTE: Comparable to the walls of a room, outdoor fences, walls, and hedges give privacy, lessen wind penetration, and create a background for plants.)







INFORMATION SHEET

C. Overhead protection

(NOTE: Various types of overhead protection can reduce the impact of the sun's heat and glare, deflect the force of wind, and protect living and storage spaces from rain and snow.)

Examples: Arbors, trellises, sunshades, and horizontally branching trees such as mulberry, elm, and oak

D. Plants

E. Water

Examples: Pools and fountains

F. Enrichment materials

(NOTE: Enrichment materials are special features purely for the pleasure they give.)

Examples: Rocks, sculpture, birdbaths, fountains

G. Outdoor lighting

(NOTE: Outdoor lighting can add beauty, increase the hours of play, add time for yard work, and expand the comfort of sitting areas, as well as serve the useful purpose of lighting the entrances and sidewalks for safety and security.)

V. Basic lawn maintenance tasks

(NOTE: Basically, lawn maintenance should be "keeping the lawn like the neighbors.")

A. Fertilizing

B. Watering

(NOTE: A new lawn must be watered every day if it doesn't rain. A thorough weekly watering is helpful during dry spells.)

C. Mowing

(NOTE: The higher the grass is cut, the deeper the roots will be. As a result, the grass can obtain moisture from the soil for a longer period.)

D. Weed control

(NOTE: Compare time available, costs, and safety of both commercial and "do-it-yourself" weed control. However, a well-established lawn that is fertilized as needed, carefully watered, and mowed reasonably high will not have a serious weed problem.)

INFORMATION SHEET

VI. Methods of planting lawn grass

A. Seeding–Is most economical but is slow and usually limited to level ground

B. Sod–Is used for an immediate effect but is the most expensive method of establishing a lawn

C. Ground cover–May be used in steep ground areas where it is not convenient to use a lawn mower

Examples: Creeping juniper, monkey grass, honeysuckle, ajuga

VII. Selection of plants

A. Size

B. Nature and density of foliage

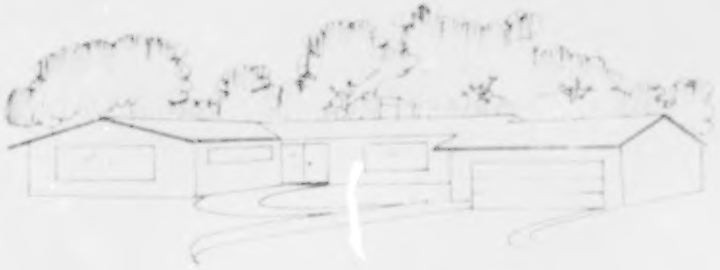
C. Rate of growth

D. Climatic adaptability

E. Intended placement and final effect

(NOTE: Trees and shrubs must be selected for the function they are to serve in the landscape plan. The shape of the crown and the height of the tree may serve to soften the roof line against the sky [1]. Both the colors and the shapes of the trees and shrubs used near the house may frame the house [2] or accent certain architectural features [3]. The house and mature plantings should blend into a unified design [4].)

1



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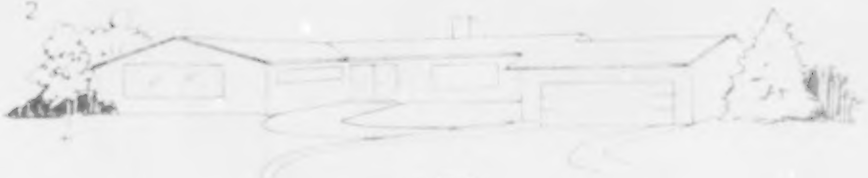

INFORMATION SHEET

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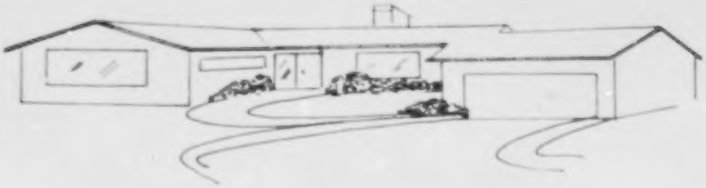

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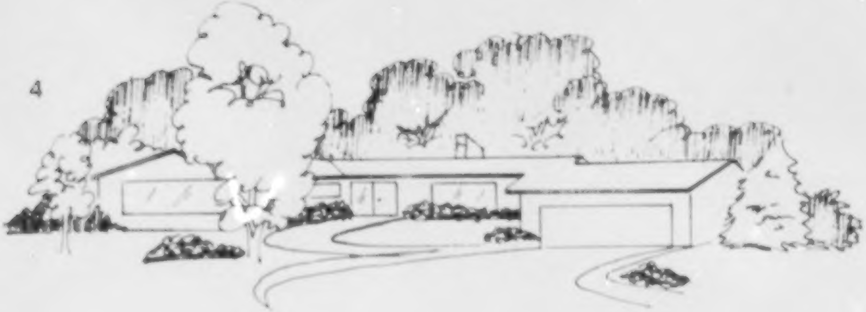
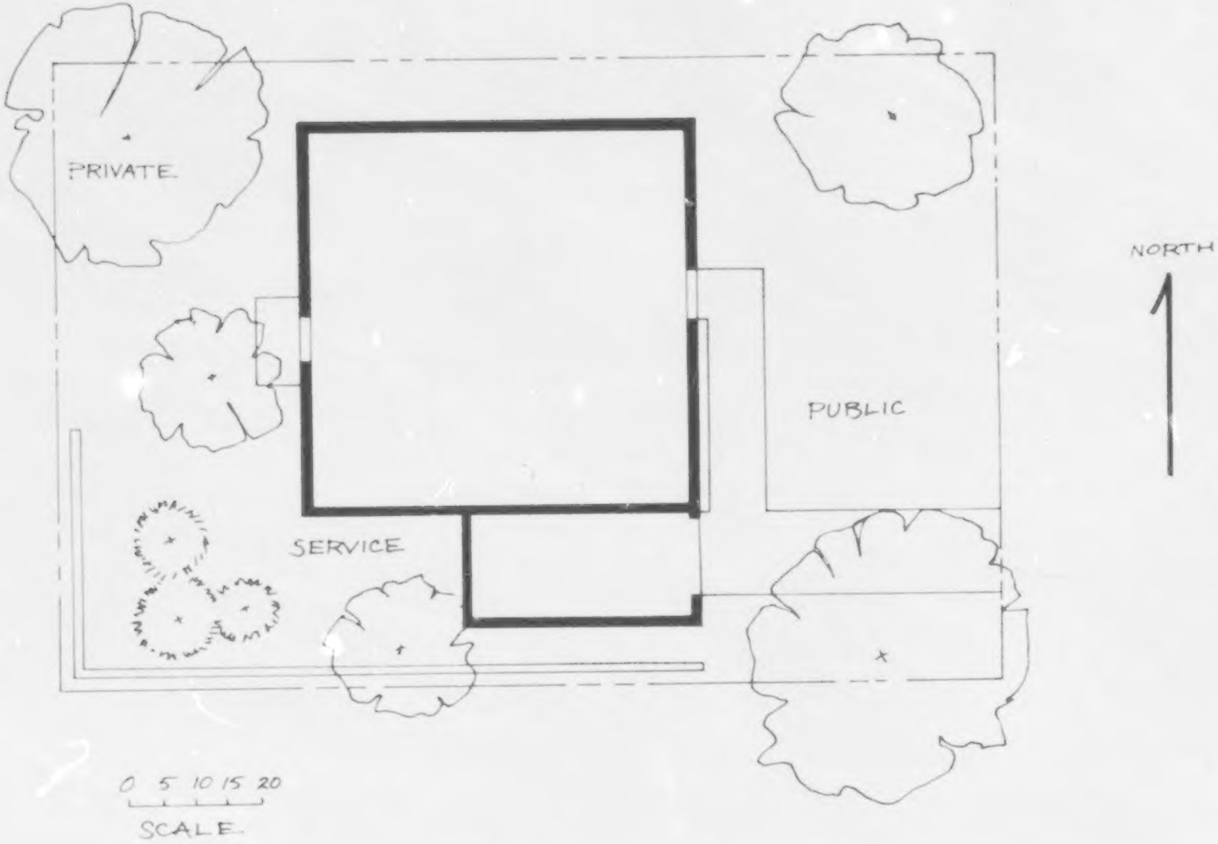


Major Areas of Landscape Plan


PRIVATE
PUBLIC
SERVICE
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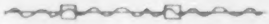
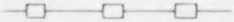
SCALE

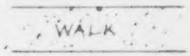
Basic Landscaping Symbols



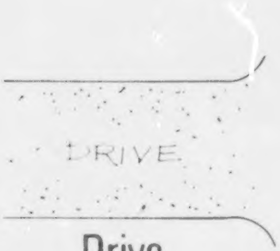
Vine on Support



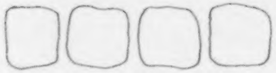
Wood or
Masonry Fence



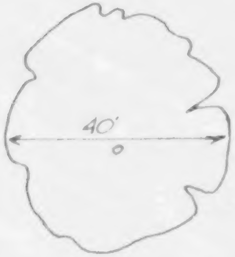
Walk



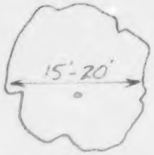
Drive



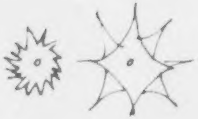
Stepping Stones



Medium to Large Shade Tree



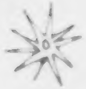
Small Tree



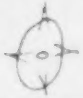
Narrow Leaf
Evergreen Upright

Basic Landscaping Symbols

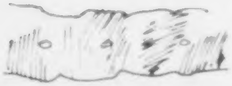
(Continued)



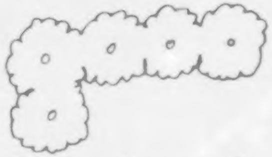
Narrow Leaf Evergreen
Low, Spreading



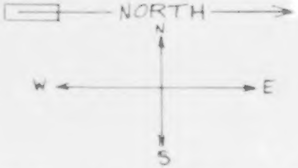
Broadleaf
Evergreen



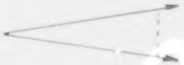
Sheared Hedge



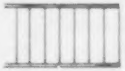
Shrub Border or Group



Direction Indication



View



Steps

ENVIRONMENTAL SPACE PLANNING
UNIT II

ASSIGNMENT SHEET #1–MAKE A LANDSCAPE PLAN

It is important to have a landscape plan before buying even one planting because permanent plant materials, including trees and shrubs, are relatively expensive and hard to move. Make a landscape plan for a selected outdoor area.

1. Determine assets and liabilities of property on the ledger that follows.

SAMPLE LEDGER OF ASSETS AND LIABILITIES OF PROPERTY

	What's Good	What's Bad
House		Too big for lot
Orientation (Sun exposure)	Just right	
Garage	Big enough to store equipment	
Driveway	"Curvey"–nice for planting	
Walks		Not enough
Soil		Hardpan; acid
Grass		Bare spots
Shade Trees	Adequate	
Shrubs	Good blend of deciduous and evergreen	
Vegetable Garden		None
Cut-flower Garden	Good space for flowers	
Service Area		Garbage cans can be seen from road, need screening
Play Area		Too small and too public
Utility Lines	Fairly well hidden	

ASSIGNMENT SHEET #1

LEDGER OF ASSETS AND LIABILITIES OF PROPERTY

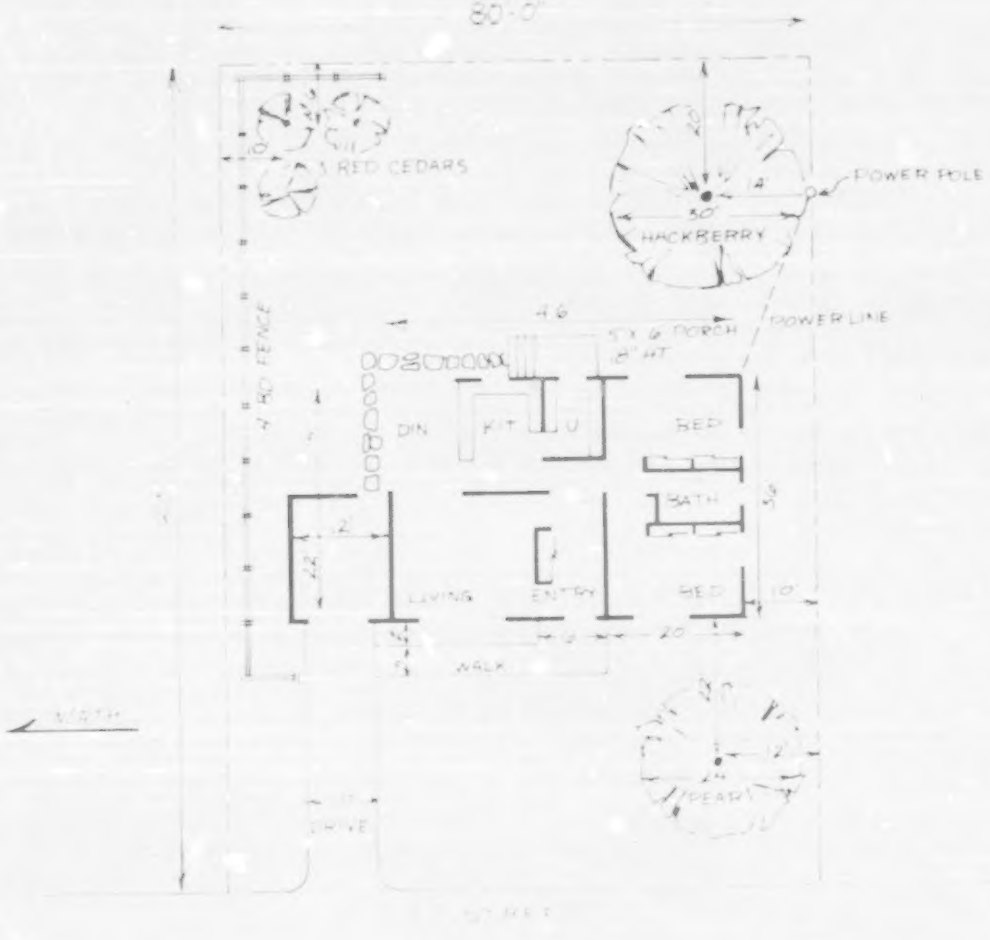
	What's Good	What's Bad
House		
Orientation (Sun exposure)		
Garage		
Driveway		
Walks		
Soil		
Grass		
Shade Trees		
Shrubs		
Vegetable Garden		
Cut-flower Garden		
Service Area		
Play Area		
Utility Lines		

ASSIGNMENT SHEET #1

2. Make a scale drawing of house and outdoor area as they are now using the landscaping symbols on Transparencies 2 and 3.

   (NOTE: Show the location of trees, shrubs, and flower beds. Indicate problem areas, such as poor drainage and steep slopes. Indicate the location, length, and width of drive entrances, drives, walks, and other such features. Show the location of telephone and power lines, sewage lines or septic tank disposal field, and similar service features.)

   Example:


80'-0"
3 RED CEDARS
10
20
14'
POWER POLE
30'
HACKBERRY
46
5' X 6' PORCH
8" HT
POWER LINE
4' BD FENCE
DIN
KIT
U
BED
BATH
36
12'
22
LIVING
ENTRY
BED
10'
9
20
5
WALK
NORTH
12'
24
PEAR
DRIVE
STREET

ASSIGNMENT SHEET #1

(NOTE: Use this page for scale drawing of house or outdoor area.)

ASSIGNMENT SHEET #1

3. Consult catalogs from large nurseries, garden books, or magazines to learn the names of plants, their characteristics, and the conditions under which they will grow. List below plants you would choose to add to your landscape design. Add them to your scale drawing using a colored pencil to denote new additions.

LIST OF PLANT MATERIAL NEEDED ON LOT

TREES

Kind	No.	Size (Mature)	Deciduous	Bloom	Evergreen

SHRUBS

ASSIGNMENT SHEET #1

FLOWERS AND GROUND COVER

Kind	No.	Size (Mature)	Deciduous	Bloom	Evergreen

4. What background plantings have you chosen?

5. What plantings were chosen to frame and separate the house and grounds from their surroundings?

6. What accent plantings were used to draw attention to important features of the house or the grounds?

ENVIRONMENTAL SPACE PLANNING
UNIT II

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Trees and shrubs which drop their leaves each fall

_____b. Removal of soil by wind and/or water

_____c. Plant which lives more than one year

_____d. Substance that adds food elements in a form and amount which can be absorbed by the plants and grass

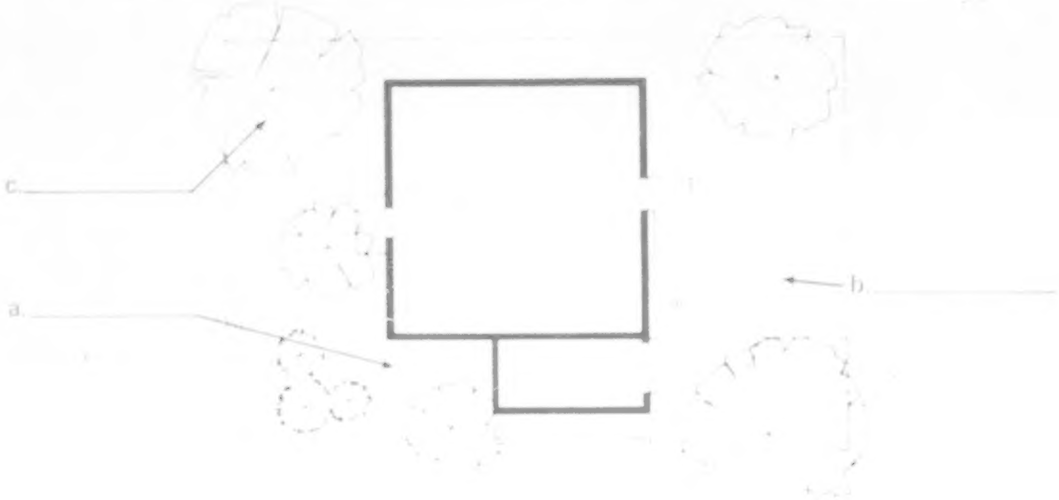
_____e. Study of individual organisms (from single-celled organisms to man) and their relationship to the total environment

_____f. Plant which completes its life cycle in one year

_____g. Trees and shrubs which stay green the year round

1. Ecology
2. Erosion
3. Fertilizer
4. Deciduous
5. Evergreen
6. Annual
7. Perennial

2. Identify the major areas of a landscape plan in the drawing below.



3. Discuss goals of environmental space planning.

4. Select from the list below landscape design materials by placing an "X" in the appropriate blanks.

_____a. Plants

_____b. Enrichment materials

_____c. Money

_____d. Fences, walls, and hedges

_____e. Soil

_____f. Water

_____g. Outdoor lighting

_____h. Overhead protection

_____i. Ground surfacings

5. Select from the list below basic lawn maintenance tasks by placing an "X" in the appropriate blanks.

_____a. Watering

_____b. Weed control

_____c. Mulching

_____d. Fertilizing

_____e. Seeding

_____f. Mowing

6. Match the methods of planting lawn grass on the right to their characteristics. Place the appropriate numbers in the blanks provided.

_____a. May be used in steep ground areas where it is not convenient to use a lawn mower

_____b. Is the most economical but is slow and usually limited to level ground

_____c. Is used for an immediate effect but is the most expensive method of establishing a lawn

1. Seeding
2. Sod
3. Ground cover

7. Name factors affecting selection of plants.

   a.

   b.

   c.

   d.

   e.

8. Make a landscape plan.

   (NOTE: If the above activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

ENVIRONMENTAL SPACE PLANNING
UNIT II

ANSWERS TO TEST

1.
   a. 4
   b. 2
   c. 7
   d. 3
   e. 1
   f. 6
   g. 5

2.
   a. Service area
   b. Public area
   c. Private area

3. Discussion should include:
   a. Provision of usable outdoor spaces for living, work, and recreational purposes
   b. Preferred level of maintenance
   c. Attractive view from windows and patios
   d. Room for growing flowers, fruits, and vegetables
   e. Storage space for gardening equipment, outdoor furniture, and games
   f. Provision for safety, security, and sanitation
   g. Maintenance of proper ecological balance

4. a, b, d, f, g, h, i

5. a, b, d, f

6.
   a. 3
   b. 1
   c. 2

7.
   a. Size
   b. Nature and density of foliage

   c. Rate of growth
   d. Climatic adaptability
   e. Intended placement and final effect

8. Evaluated to the satisfaction of the instructor

FLOOR COVERINGS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to select appropriate floor coverings for rooms with a specified use. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with floor coverings to the correct definitions.
2. List basic types of floor coverings.
3. Distinguish between resilient and nonresilient floor coverings.
4. Complete a chart on the characteristics, uses, and care of resilient floor coverings.
5. Select from a list characteristics of nonresilient floor coverings.
6. List characteristics of carpets and rugs.
7. Identify types of surface textures of carpets and rugs.
8. Complete a chart on the characteristics of surface textures of carpets and rugs.
9. Complete a chart on the characteristics of various types of carpets and rugs.
10. Discuss in a short paragraph the purposes of carpet padding and rug cushions.
11. Match types of carpet padding and rug cushions to their characteristics.
12. List types of carpet backing.
13. Identify forms of wood flooring.
14. Classify smooth floor coverings.
15. Select appropriate floor coverings for rooms with a specified use.

FLOOR COVERINGS
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Make transparencies.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Order films and free materials.
- G. Make display of samples showing various types of resilient and nonresilient floor coverings, various carpet types, carpet paddings, carpet backings, and woods used in floors.
- H. Review "Personal Living Space" unit in *Home Economics I: Basic Core Curriculum* for job sheets on care of floor coverings.
- I. Show types of waxes.
- J. Show film "All About Floors."
- K. Give test.
- L. Reteach if necessary.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet

C. Transparency masters

1. TM 1--Where to Use Resilient Flooring Materials
2. TM 2--Types of Surface Textures
3. TM 3--Types of Surface Textures (Continued)
4. TM 4--Wall-to-Wall Carpeting
5. TM 5--Room-Sized Rug
6. TM 6--Area or Accent Rug
7. TM 7--Forms of Wood Flooring

D. Assignment sheets

1. Assignment Sheet #1--Classify Smooth Floor Coverings
2. Assignment Sheet #2--Select Appropriate Floor Coverings

E. Test

F. Answers to test

II. References:

A. Craig, Hazel Thompson. *Homes with Character.* 3rd ed. Lexington, Massachusetts: D. C. Heath and Company, 1970.

B. Allen, Phyllis Sloan. *The Young Decorator.* Provo, Utah: Brigham Young University Press, 1975.

C. *How to Select Floor Coverings.* Consumer Information Services; Sears, Roebuck and Company; Department 703-Public Relations; Chicago, Illinois 60611.

D. *Herculon: Carpet Facts Book.* Herculon Incorporated; Polymers Department; Home Furnishings Division; Wilmington, Delaware 19889.

(NOTE: This book is available free upon request.)

E. Vanderhoff, Margil; Frank, Lavina; and Campbell, Lucille. *Textiles for Homes and People.* Lexington, Massachusetts: Ginn and Company, 1973.

F. *Carpets and Rugs.* Pueblo, Colorado: Consumer Products Information, 1972.

(NOTE: This book is available for $.90.)

III. Additional materials:

A. "All About Floors." Available from Armstrong Cork Company; Attn: C. O. Hess; Consumer Services; Lancaster, Pennsylvania 17604.

(NOTE: This 20 minute film is available free upon request. However, it is in heavy demand and may not always be available on an urgent basis. Requests should be made in advance.)

B. "Floor Care." Available from Consumer Services Center; Golden Rondelle; 1525 Howe Street; Racine, Wisconsin 53403.

(NOTE: This packet of materials is available free upon request.)

FLOOR COVERINGS
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Backing--Foundation or underside of carpeting and rugs which holds the pile yarns in position

   B. Below grade level--Subflooring, usually cement, that comes in contact with earth (Transparency 1)

   Example: Basement

   C. Carpet--Soft floor covering that is installed wall-to-wall and fastened to the floor in a permanent or semi-permanent manner

   D. On grade level--Subflooring which is a concrete slab in contact with earth; commonly referred to as concrete slab floor (Transparency 1)

   E. Parquet--Inlay of wood that takes the form of geometric patterns (Transparency 7)

   F. Pile--Yarns which rise from backing to form the face of the carpet

   G. Resilience--Performance feature of floor coverings that is important for underfoot comfort, load limit, and resistance to indentation

   H. Rugs--Soft floor covering that is not attached to the floor

   Examples: Room-fitted, room-sized, and area rugs

   I. Shading--Apparent change in color tone of plush carpet caused by bent yarns reflecting light in different directions

   J. Suspended floor--Subfloor which has a minimum of 18 inches of well-ventilated space below it (Transparency 1)

II. Basic types of floor coverings (Assignment Sheet #1)

   A. Smooth

   Examples: Resilient, nonresilient, and wood

   B. Soft

   Examples: Carpets and rugs

INFORMATION SHEET

III. Resilient and nonresilient floor coverings (Transparency 1, Assignment Sheet #1)

A. Resilient

1. Asphalt
2. Rubber
3. Linoleum
    a. Inlaid
    b. Embossed
4. Cork
5. Vinyl asbestos
6. Vinyl cork
7. Vinyl
    a. Tile
    b. Sheet

B. Nonresilient

1. Brick
2. Marble
3. Terrazzo
4. Flagstone
5. Ceramic tile
6. Concrete tile
7. Quarry tile
8. Poured seamless vinyl
9. Glass brick

INFORMATION SHEET

IV. Characteristics, uses, and care of resilient floor coverings (Assignment Sheet #2)

Type	Characteristics	Uses	Treatment and Care
Asphalt tile	Poor resilience Poor grease resistance unless specially treated Durable Suited to any grade level but more satisfactory when laid over concrete subfloor Resistant to moisture and alkali Low cost floor covering Available in solid colors and a variety of patterns	Wherever hard surface, low-cost flooring is required	Clean with mild detergent and water; use self-polishing wax to improve surface buff
Rubber tile	Good resilience Stain resistant but permanently injured by gasoline, solvents, oils, grease, and strong alkalis unless specially treated Suited to any grade level Superior quietness Superior underfoot comfort Available from solid colors to a variety of wood and marble imitations Low cost floor coverings	Kitchen, bath, family room, utility room	Damp mop and buff between waxings; use self-polishing wax

INFORMATION SHEET

Type	Characteristics	Uses	Treatment and Care
Vinyl cork	Good resilience Excellent stain resistance Good resistance to grease and alkalis Good durability Suited only for suspended floors Expensive	Wherever the effect of real cork is desired	Clean with mild detergent and water; use self-polishing or liquid-polishing wax; damp mop regularly
Vinyl (tile, sheet, cushioned back, roto vinyl)	Excellent resilience Resistant to grease, alkalis, and stains Durable Relatively expensive (NOTE: The more vinyl content, the higher the price.) Suited only for suspended floors unless backed with alkali and moisture-proof material Available in wide-range of designs and colors	Extremely versatile; may be used in any room	Clean with mild detergent, soluble powder, or special cleanser for resilient floors; use steel wool for stains; wax (NOTE: Some varieties have built-in lustre and require no waxing.)
Wood	Good resilience Durable Expensive (NOTE: Varies in cost with type of wood and method of place.) Suited for suspended and on-grade levels	Extremely versatile; may be used on suspended and on grade flooring	Seal with shellac, varnish, or penetrating wood seals; dry mop (water raises grains and causes warping; clean with liquid cleansing wax; polish with buffing liquid or paste wax

INFORMATION SHEET

Type	Characteristics	Uses	Treatment and Care
Linoleum	Resilient with good underfoot comfort Good resistance to grease, cigarette burns, and indentation Poor resistance to alkalis Suited for suspended floors only Inexpensive Durable Available in sheet or tile, inlaid and printed designs, plain surface and embossed, wide variety of designs and colors	Kitchen, bath, utility room, entrance, family room, counter and desk tops	Clean with mild detergent and water; rinse thoroughly; wax to give high polish; use liquid cleaning-polishing wax (steel wool for stains); buff; avoid solvents and strong cleansers
Cork tile	Superior in quietness and resilience Poor resistance to cigarette burns and stains Fair grease and alkali resistance Suited only for suspended floors Expensive	Especially appropriate for rooms with little traffic	Water causes cork to swell; use of water should be kept to a minimum and only polishing wax should be used; may be damp mopped and buffed between waxings
Vinyl asbestos	Fair resilience Resistant to grease, alkalis, cigarette burns Suited to any grade level Inexpensive Durable Available in plain colors and a variety of special effects and imitations	May be used in any room	Damp mop; protect with self polishing or liquid polishing wax; use furniture glides to avoid indentation

INFORMATION SHEET

V. Characteristics of nonresilient floor coverings (Assignment Sheet #2)

   A. Poor underfoot comfort

   B. Durable

   C. Noisy

   D. Generally moisture resistant

   E. Porous types require sealing with stain resistant material

   F. Generally expensive

   G. Available in a wide range of patterns and textures

VI. Characteristics of carpets and rugs (Assignment Sheet #2)

   A. Absorb shock and deaden noise

   B. Provide color, warmth, and texture

   C. Are available in wide selection of colors, patterns, textures, and fiber content

   D. Reduce floor care

   E. Increase home safety

   F. Provide underfoot comfort

VII. Types of surface textures of carpets and rugs (Transparencies 2 and 3)

   A. Level loop pile

   B. Cut pile (plush)

   C. Level tip shear

   D. Multilevel loop

   E. Random shear

   F. Sculptured (carved and hi-lo)

   G. Shag

   H. Frieze (twist)

INFORMATION SHEET

VIII. Characteristics of surface textures of carpets and rugs (Assignment Sheet #2)

Surface Texture	Characteristics
Level loop pile	Wears well and tends to hide footprints Shows soil and lint readily Is easier to vacuum than uneven textures
Cut pile (plush)	Is easier to clean than uneven textures Shows soil, foot marks, and lint readily Is subject to shading
Level tip shear	Shows dirt and lint readily Hides footprints better than plush but not as well as level loop Is easier to clean than uneven textures
Multilevel loop	Hides footprints, dust, and soil better than level pile carpet Requires more strokes of vacuum cleaner
Random shear	Hides footprints, dust, and soil well Is more difficult to vacuum than level pile
Sculptured (carved)	Hides footprints, dust, and soil well Is more difficult to clean than level pile
Shag	Hides footprints, dust, and soil well May be difficult to vacuum
Frieze (twist)	Hides footprints, soil, and dust well Is not difficult to clean if it is a level surface

INFORMATION SHEET

IX. Characteristics of various types of carpets and rugs (Assignment Sheet #2)

Type	Characteristics
Wall-to-wall carpeting (Transparency 4)	Gives illusion of space Unifies area and furnishings Insulates and adds warmth Hides unattractive floors or unfinished subflooring Cannot be turned to equalize wear Must be shampooed in the home More expensive than room-sized rug due to installation charges
Room-sized rug (Transparency 5)	Does not require special installation Easy to move and send out for cleaning Can be turned to equalize wear Generally not considered as luxurious as wall-to-wall carpeting May be more difficult to clean around edges than wall-to-wall
Area or accent rug (Transparency 6)	Helps define activity areas Sets off attractive floors Example: Handsome parquet hardwood floor Requires no installation Offers a wide variety of designs, colors, textures, sizes, and shapes Does not offer insulation as do larger rugs and carpeting
Carpet tile	Available in many sizes, fibers, textures, and colors Can be installed by amateur Becomes more resilient if cushion bonded Can be replaced easily when worn
Indoor-outdoor carpet	Available in wide variety of surface patterns, textures, and colors Very versatile (NOTE: May be used for patio, kitchen, bathroom, utility room, and recreation room.) Produced only from man-made fibers Resists mildew, rain, sun, and harsh chemicals

INFORMATION SHEET

X. Purposes of carpet padding and rug cushions

- A. Improve appearance of carpet and rugs
- B. Increase resilience
- C. Prolong life of carpet
- D. Decrease human fatigue

  (NOTE: Carpet padding that is too deep will increase human fatigue.)
- E. Insulate against extreme heat and cold
- F. Increase sound absorption

XI. Types of carpet padding and rug cushions

- A. Felted
  - 1. Jute
    - a. Least expensive
    - b. Least resilient
  - 2. Hair
    - a. Expensive
    - b. Tends to mat down eventually
    - c. Being replaced by sponge rubber
  - 3. Jute and hair
    - a. Inexpensive
    - b. More resilient than jute alone
    - c. Collects dirt and dust
  - 4. Rubber coated jute and hair
    - a. Fairly inexpensive
    - b. Resilient
    - c. Resists dirt and dust

INFORMATION SHEET

B. Rubber (foam and sponge)

(NOTE: Foam rubber pad is less durable than sponge rubber pad.)

1. Resilient
2. Durable
3. Resistant to dust, dirt, and humidity
4. Nonallergenic
5. Moth and vermin proof
6. Fairly expensive

C. Urethane

1. Properties similar to rubber
2. Less buoyant than rubber
3. Resistant to dampness and heat
4. Fairly inexpensive

XII. Types of carpet backing

A. Jute

B. High density foam

C. Rubber

D. Vinyl

E. Polypropylene

XIII. Forms of wood flooring (Transparency 7)

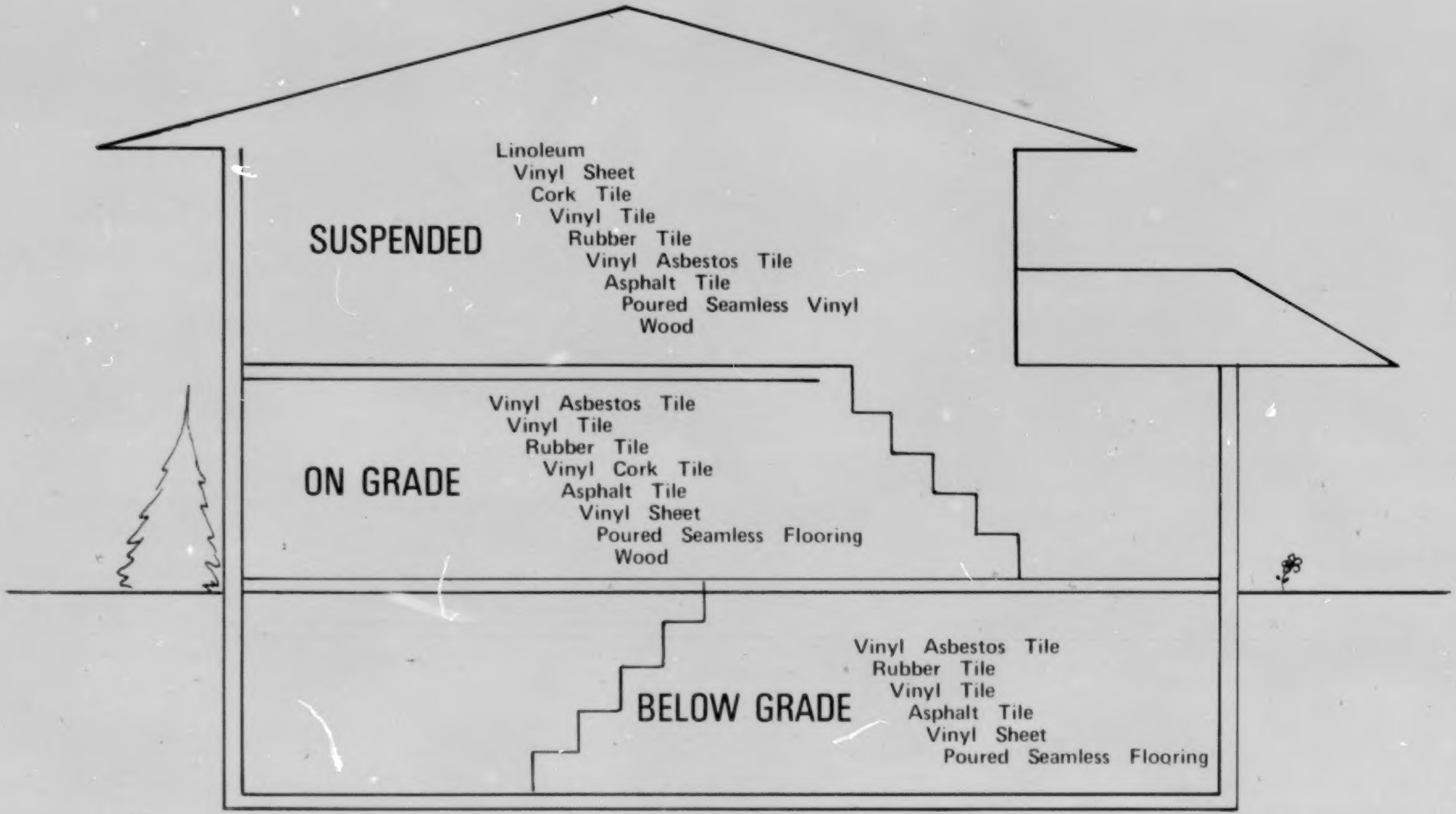
A. Narrow, regularly spaced strips of similar grained wood

B. Random plank

C. Parquet

1. Checkerboard
2. Herringbone

Where To Use Resilient Flooring Materials



SUSPENDED

Linoleum
Vinyl Sheet
Cork Tile
Vinyl Tile
Rubber Tile
Vinyl Asbestos Tile
Asphalt Tile
Poured Seamless Vinyl
Wood

ON GRADE

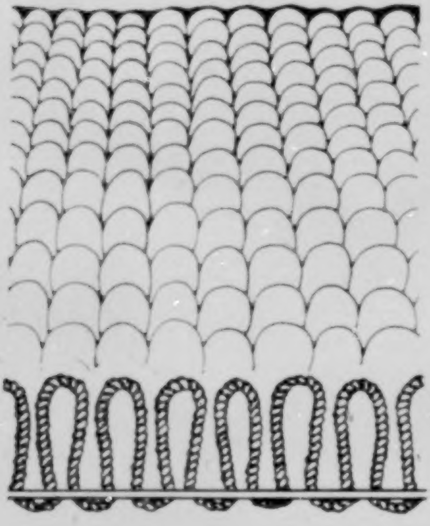
Vinyl Asbestos Tile
Vinyl Tile
Rubber Tile
Vinyl Cork Tile
Asphalt Tile
Vinyl Sheet
Poured Seamless Flooring
Wood

BELOW GRADE

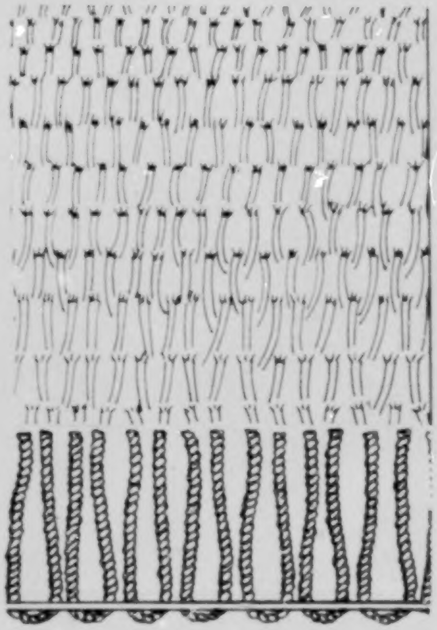
Vinyl Asbestos Tile
Rubber Tile
Vinyl Tile
Asphalt Tile
Vinyl Sheet
Poured Seamless Flooring

Types of Surface Textures

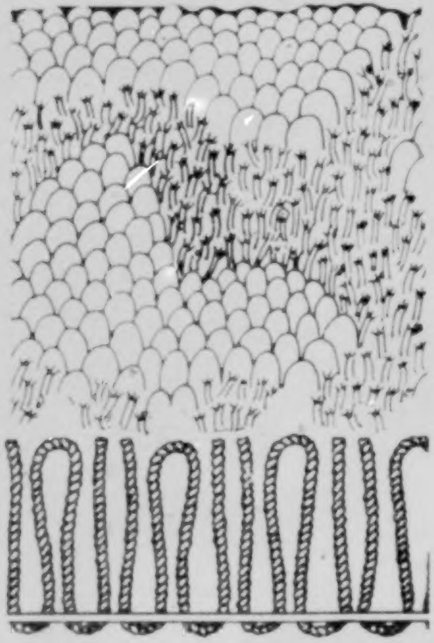
Level Loop Pile



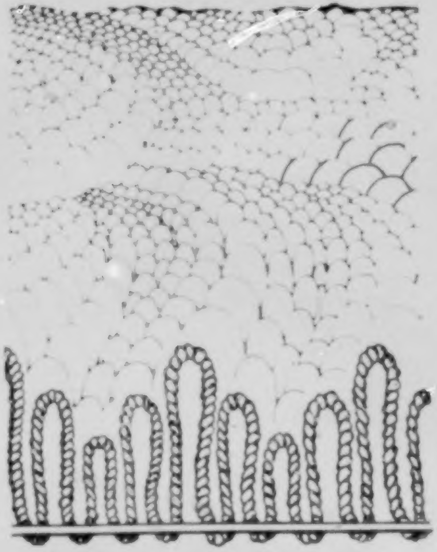
Cut Pile (Plush)



Level Tip Shear

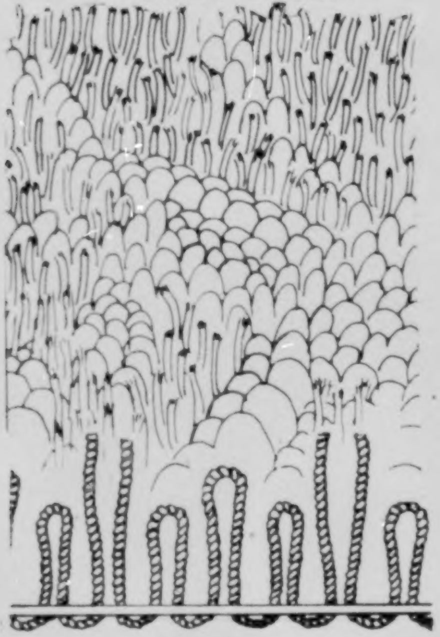


Multilevel Loop

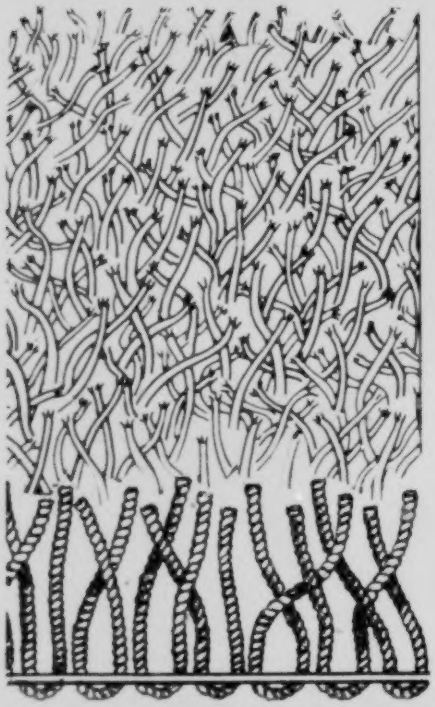


Types of Surface Textures
(Continued)

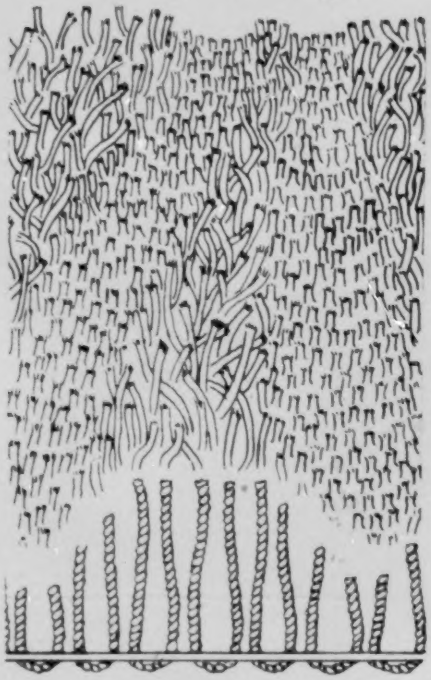
Random Shear



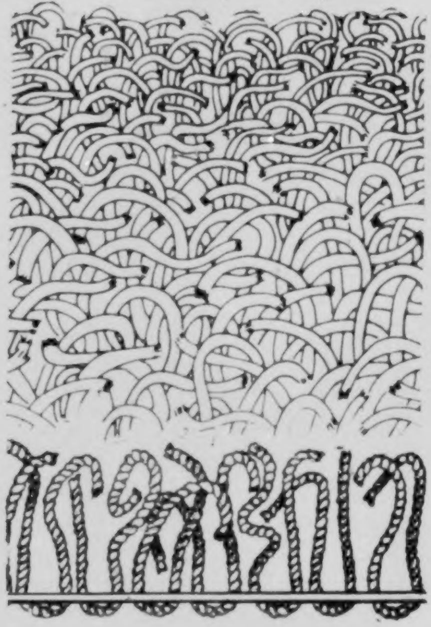
Shag



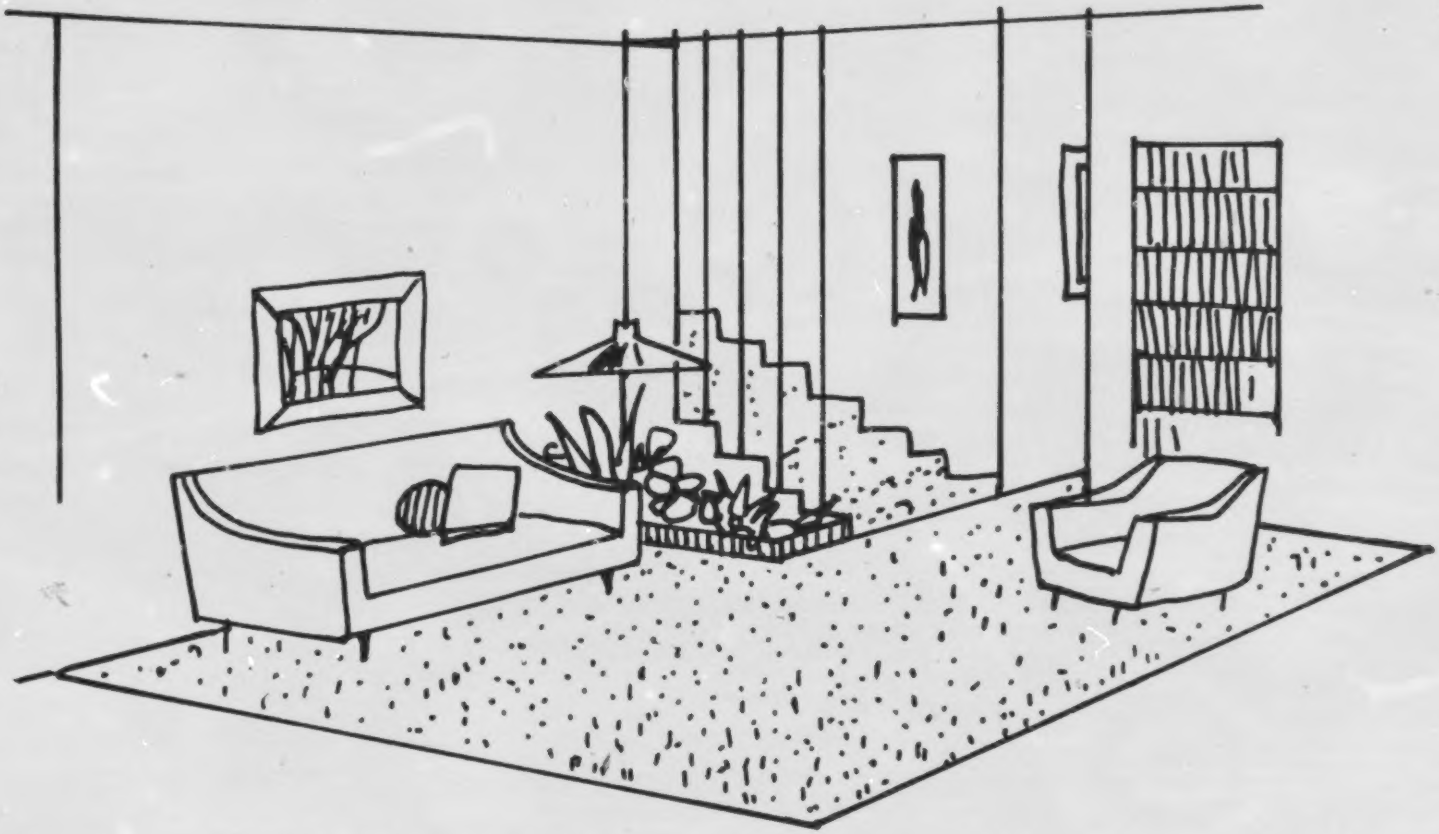
Sculptured
(Carved & Hi-Lo)



Frieze (Twist)



Wall-To-Wall Carpeting



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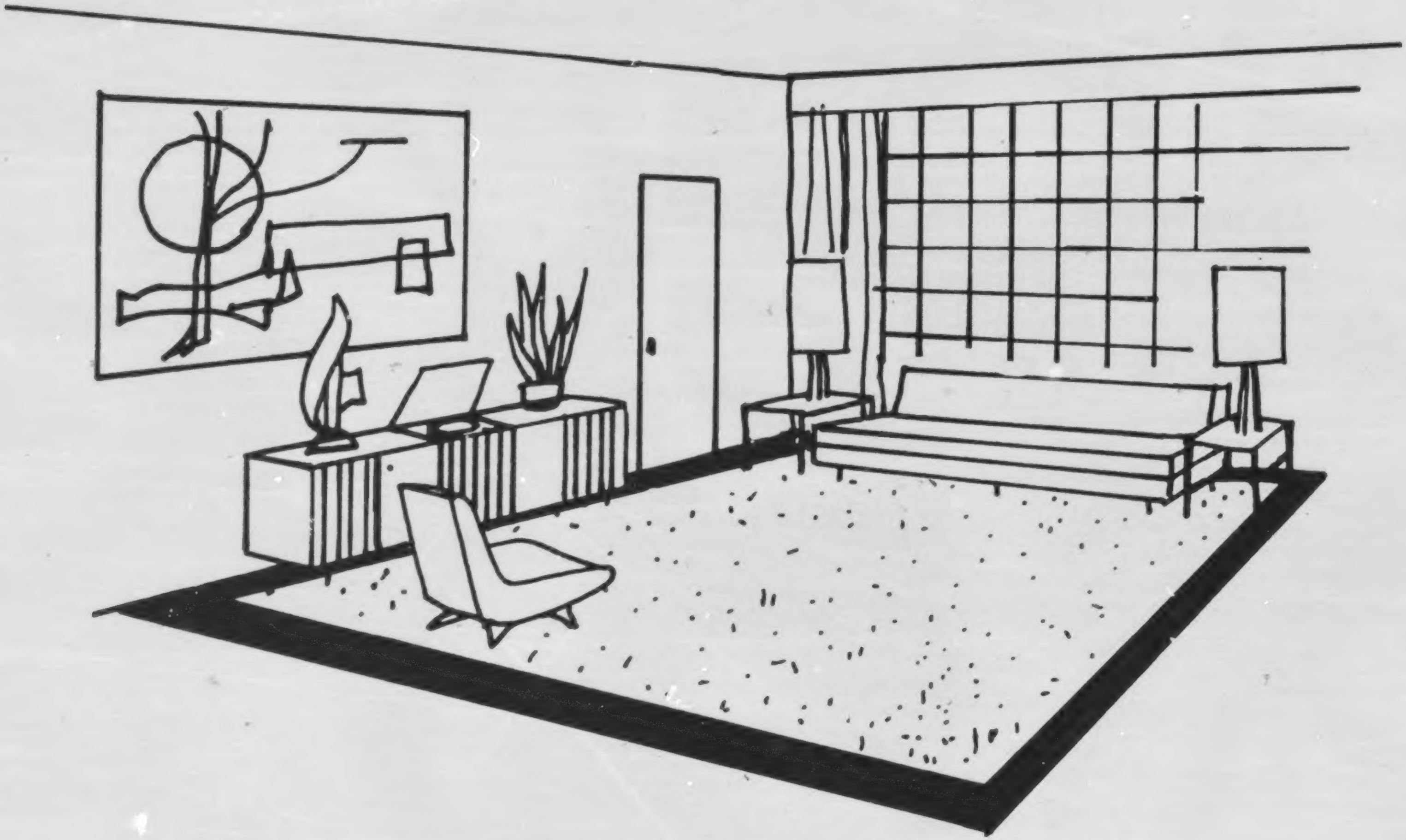
Room-Sized Rug



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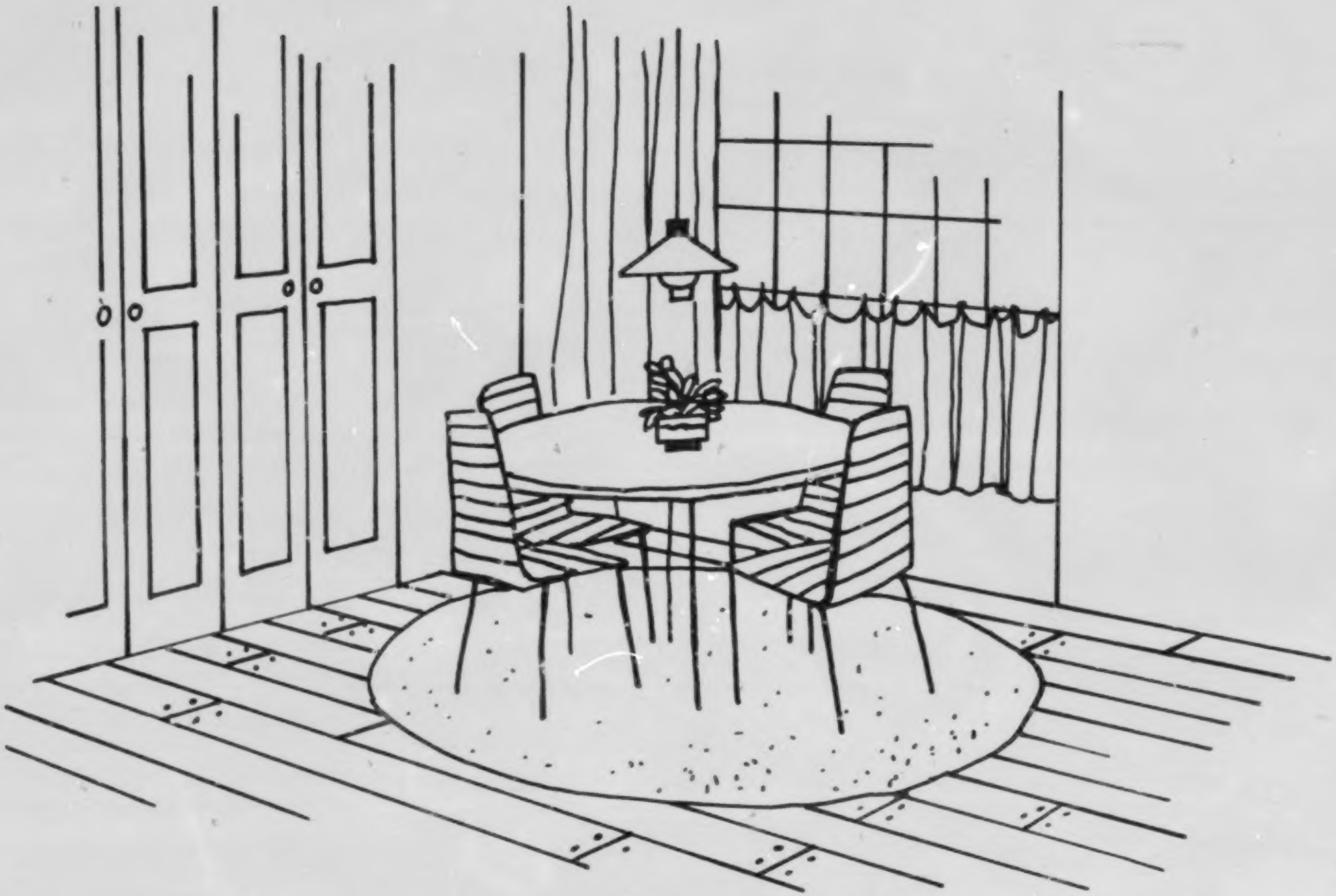
Area or Accent Rug



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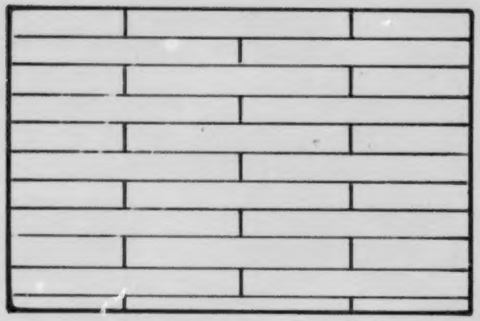
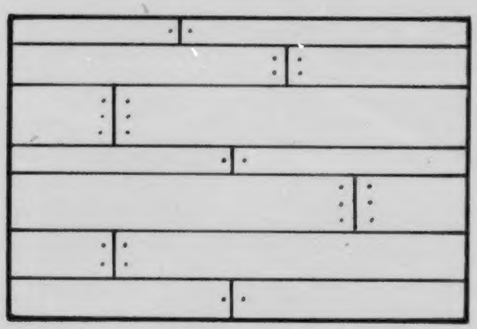
TM 6

HF - 27-D

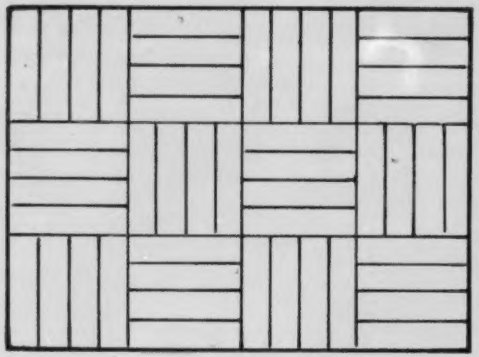
Forms of Wood Flooring



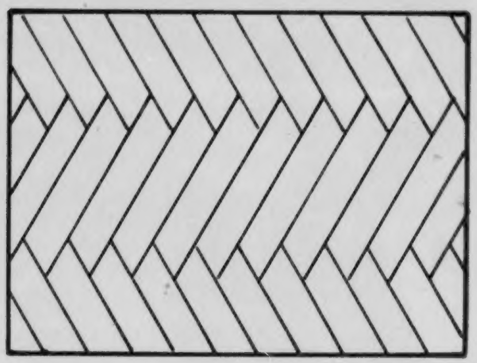
Narrow, Regularly Spaced Strips
of Similar Grained Wood



Random Plank



Checkerboard Parquet



Herringbone Parquet

TM 7

HF - 29-D

FLOOR COVERINGS
UNIT I

ASSIGNMENT SHEET #1--CLASSIFY SMOOTH FLOOR COVERINGS

Observe each of the samples of smooth floor covering which your teacher has provided for you. Classify each sample as being resilient or nonresilient.

(NOTE: This assignment sheet will be evaluated in terms of the samples made available.)

FLOOR COVERINGS
UNIT I

ASSIGNMENT SHEET #2--SELECT APPROPRIATE FLOOR COVERINGS

Suggest an appropriate floor covering for each of the following rooms. Be sure to include reason(s) for your choices.

1. Living room with handsome hardwood parquet flooring in a luxurious home

2. Kitchen in a home where the family consists of two parents, three children, and two dogs

3. Entry hall in a modern apartment house where the owner wants quiet, comfort, and ease of care

4. Children's bedroom shared by two boys

FLOOR COVERINGS
UNIT I

TEST

1. Match the terms on the right to the correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Subflooring which is a concrete slab in contact with earth; commonly referred to as concrete slab floor

_____b. Soft floor covering that is installed wall-to-wall and fastened to the floor in a permanent or semi-permanent manner

_____c. Foundation or underside of carpeting and rugs which holds the pile yarns in position

_____d. Subfloor which has a minimum of 18 inches of well-ventilated space below it

_____e. Performance feature of floor coverings that is important for underfoot comfort, load limit, and resistance to identation

_____f. Inlay of wood that takes the form of geometric patterns

_____g. Soft floor covering that is not attached to the floor

_____h. Yarns which rise from backing to form the face of the carpet

_____i. Apparent change in color tone of plush carpet caused by bent yarns reflecting light in different directions

_____j. Subflooring, usually cement, that comes in contact with earth

1. Resilience
2. Below grade level
3. On grade level
4. Suspended floor
5. Backing
6. Parquet
7. Shading
8. Pile
9. Carpet
10. Rugs

2. List the basic types of floor coverings.

a.

b.

3. Distinguish between resilient and nonresilient floor coverings. Place an "R" in front of the resilient floor coverings and an "N" in front of the nonresilient floor coverings.

_____a. Brick

_____b. Poured seamless vinyl

_____c. Cork

_____d. Marble

_____e. Linoleum

_____f. Vinyl

_____g. Ceramic tile

_____h. Asphalt

_____i. Rubber

_____j. Terrazzo

_____k. Concrete tile

_____l. Flagstone

4. Complete the following chart on the characteristics, uses, and care of resilient floor coverings. Write the name of the correct resilient floor covering in the blanks provided. Chart is continued on the following pages.

Type	Characteristics	Uses	Treatment and Care
a. ________ ________ ________ ________	Excellent resilience Resistant to grease, alkalis and stains Durable Relatively expensive Suited only for suspended floors unless backed with alkali and moisture-proof material Available in wide range of designs and colors	Extremely versatile, may be used in any room	Clean with mild detergent, soluble powder, or special cleanser for resilient floors; use steel wool for stains; wax
b. ________ ________ ________ ________	Superior in quietness and resilience Poor resistance to cigarette burns and stains Fair grease and alkali resistance Suited only for suspended floors Expensive	Especially appropriate for rooms with little traffic	Water causes cork to swell; use of water should be kept to a minimum and only polishing wax should be used; may be damp mopped and buffed between waxings

Type	Characteristics	Uses	Treatment and Care
c. ________ ________ ________ ________	Poor resilience Poor grease resistance unless specially treated Durable Suited to any grade level but more satisfactory when laid over concrete subfloor Resistant to moisture and alkali Low cost floor covering Available in solid colors and a variety of patterns	Wherever hard surface, low cost flooring is required	Clean with mild detergent and water; use self-polishing wax to improve surface buff
d. ________ ________ ________ ________	Resilient with good underfoot comfort Good resistance to grease, cigarette burns, and indentation Poor resistance to alkalis Suited for suspended floors only Inexpensive Durable Available in sheet or tile, inlaid and printed designs, plain surface and embossed, wide variety of designs and colors	Kitchen, bath, utility room, entrance, family room, counter and desk tops	Clean with mild detergent and water; rinse thoroughly; wax to give high polish; use liquid cleaning-polishing wax (steel wool for stains); buff; avoid solvents and strong cleansers
e. ________ ________ ________ ________	Good resilience Stain resistant but permanently injured by gasoline, solvents, oils, grease, and strong alkalis unless specially treated Suited to any grade level Superior quietness Superior underfoot comfort Available from solid colors to a variety of wood and marble imitations Low cost floor coverings	Kitchen, bath, family room, utility room	Damp mop and buff between waxings; use self-polishing wax

Type	Characteristics	Uses	Treatment and Care
f. ________ ________ ________ ________	Good resilience Excellent stain resistance Good resistance to grease and alkalis Good durability Suited only for suspended floors Expensive	Wherever the effect of real cork is desired	Clean with mild detergent and water; use self-polishing or liquid-polishing wax; damp mop regularly
g. ________ ________ ________ ________	Fair resilience Resistant to grease, alkalis, cigarette burns Suited to any grade level Inexpensive Durable Available in plain colors and a variety of special effects and imitations	May be used in any room	Damp mop; protect with self polishing or liquid polishing wax; use furniture glides to avoid indentation
h. ________ ________ ________ ________	Good resilience Durable Expensive Suited for suspended and on-grade levels	Extremely versatile; may be be used on suspended and on grade flooring	Seal with shellac, varnish, or penetrating wood seals; dry mop (water raises grains and causes warping; clean with liquid cleansing wax, polish with buffing liquid or paste wax

5. Select from the list below characteristics of nonresilient floor coverings by placing an "X" in the appropriate blanks.

_____a. Generally inexpensive

_____b. Durable

_____c. Poor underfoot comfort

_____d. Superior quietness

_____e. Generally moisture resistant

_____f. Porous types require sealing with stain resistant material

_____g. Available in limited range of patterns and textures

6. List characteristics of rugs and carpets.

a.

b.

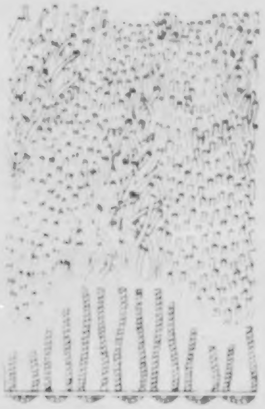
c.

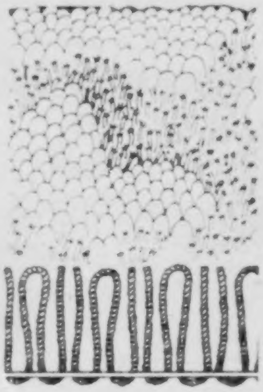
d.

e.

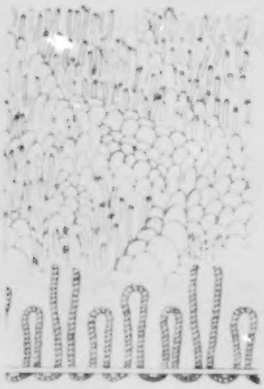
f.

7. Identify the following types of surface textures of carpets and rugs by writing the correct names in the blanks provided.

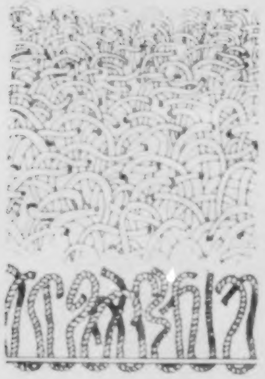




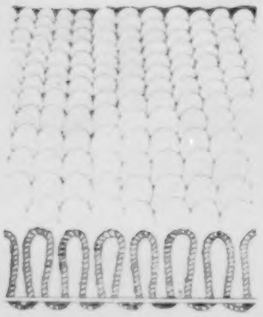
a.______________________________ b.______________________________



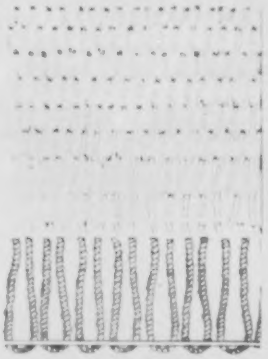
c. ____________________



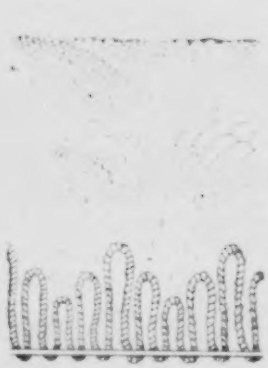
d. ____________________



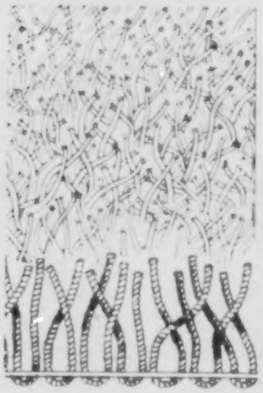
e. ____________________



f. ____________________



g. ____________________



h. ____________________

8. Complete the following chart on the characteristics of surface textures of carpets and rugs. Write the names of the surface textures in the blanks provided.

Surface Texture	Characteristics
a. ____________	Shows dirt and lint readily Hides footprints better than plush but not as well as level loop Is easier to clean than uneven textures
b. ____________	Hides footprints, soil, and dust well Is not difficult to clean if it is a level surface
c. ____________	Hides footprints, dust, and soil well Is more difficult to vacuum than level pile
d. ____________	Hides footprints, dust, and soil well May be difficult to vacuum
e. ____________	Is easier to clean than uneven textures Shows soil, foot marks, and lint readily Is subject to shading
f. ____________	Hides footprints, dust, and soil well Is more difficult to clean than level pile
g. ____________	Wears well and tends to hide footprints Shows soil and lint readily Is easier to vacuum than uneven textures
h. ____________	Hides footprints, dust, and soil better than level pile carpet Requires more strokes of vacuum cleaner

9. Complete the following chart on the characteristics of various types of carpets and rugs. Write the types in the blanks provided.

Type	Characteristics
a. ____________	Helps define activity areas Sets off attractive floors Requires no installation Offers a wide variety of designs, colors, textures, sizes, and shapes Does not offer insulation as do larger rugs and carpeting
b. ____________	Available in wide variety of surface patterns, textures, and colors Very versatile Produced only from man-made fibers Resists mildew, rain, sun, and harsh chemicals
c. ____________	Available in many sizes, fibers, textures, and colors Can be installed by amateur Becomes more resilient if cushion bonded Can be replaced easily when worn
d. ____________	Gives illusion of space Unifies area and furnishings Insulates and adds warmth Hides unattractive floors or unfinished subflooring Cannot be turned to equalize wear Must be shampooed in the home More expensive than room-sized rug due to installation charges
e. ____________	Does not require special installation Easy to move and send out for cleaning Can be turned to equalize wear Generally not considered as luxurious as wall-to-wall carpeting May be more difficult to clean around edges than wall-to-wall

10. Discuss in a short paragraph the purposes of carpet padding and rug cushions.

11. Match types of carpet padding and rug cushions on the right to their characteristics. Place the appropriate numbers in the blanks provided.

______ a. Properties similar to rubber; less buoyant than rubber; resistant to dampness and heat; fairly inexpensive

______ b. Expensive; tends to mat down eventually; being replaced by sponge rubber

______ c. Fairly inexpensive; resilient; resists dirt and dust

______ d. Inexpensive; more resilient than jute alone; collects dust and dirt

______ e. Least expensive; least resilient

______ f. Resilient; durable; resistant to dust, dirt, and humidity; nonallergenic; moth and vermin proof; fairly expensive

1. Jute
2. Jute and hair
3. Hair
4. Rubber coated jute and hair
5. Rubber (foam and sponge)
6. Urethane

12. List the types of carpet backing.

a.

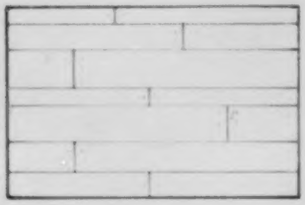
b.

c.

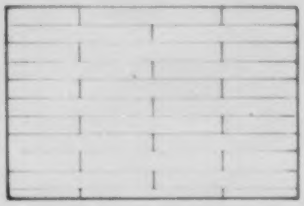
d.

e.

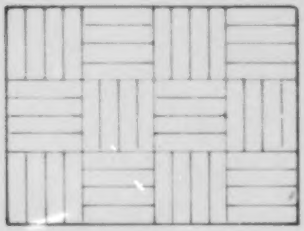
13. Identify the following forms of wood flooring by writing the correct names in the blanks provided.



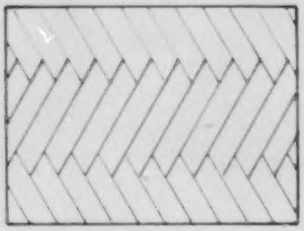
a. ____________________



b. ____________________



c. ____________________



d. ____________________

14. Classify smooth floor coverings.

15. Select appropriate floor coverings for rooms with a specified use.

(NOTE: If activities 14 and 15 have not been accomplished prior to the test, ask the instructor when they should be completed.)

FLOOR COVERINGS
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 9
   c. 5
   d. 4
   e. 1
   f. 6
   g. 10
   h. 8
   i. 7
   j. 2
2. a. Smooth
   b. Soft
3. a. N
   b. N
   c. R
   d. N
   e. R
   f. R
   g. N
   h. R
   i. R
   j. N
   k. N
   l. N
4. a. Vinyl
   b. Cork tile
   c. Asphalt tile
   d. Linoleum
   e. Rubber tile
   f. Vinyl cork
   g. Vinyl asbestos
   h. Wood
5. b, c, e, f

6. a. Absorb shock and deaden noise
   b. Provide color, warmth, and texture
   c. Are available in wide selection of colors, patterns, textures, and fiber content
   d. Reduce floor care
   e. Increase home safety
   f. Provide underfoot comfort
7. a. Sculptured (carved and hi-lo)
   b. Level tip shear
   c. Random shear
   d. Frieze (twist)
   e. Level loop pile
   f. Cut pile (plush)
   g. Multilevel loop
   h. Shag
8. a. Level tip shear
   b. Frieze (twist)
   c. Random shear
   d. Shag
   e. Cut pile (plush)
   f. Sculptured (carved)
   g. Level loop pile
   h. Multilevel loop
9. a. Area or accent rug
   b. Indoor-outdoor carpet
   c. Carpet tile
   d. Wall-to-wall carpeting
   e. Room-sized rug

10. Discussion should include:
    a. Improve appearance of carpet and rugs
    b. Increase resilience
    c. Prolong life of carpet
    d. Decrease human fatigue
    e. Insulate against extreme heat and cold
    f. Increase sound absorption
11. a. 6
    b. 3
    c. 4
    d. 2
    e. 1
    f. 5
12. a. Jute
    b. High density foam
    c. Rubber
    d. Vinyl
    e. Polypropylene
13. a. Random plank
    b. Narrow, regularly spaced strips of similar grained wood
    c. Checkerboard parquet
    d. Herringbone parquet
14. Evaluated to the satisfaction of the instructor
15. Evaluated to the satisfaction of the instructor

CONSUMER PURCHASING OF FLOOR MATERIALS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to select factors to consider in the purchase of suitable floor materials and complete a chart on the characteristics of principle fibers commonly used in carpeting. The student should be able to discuss indicators of carpet quality, how to purchase suitable flooring materials, and the consumer test for carpet quality. The student should be able to distinguish between characteristics of the basic forms of smooth floor coverings and to calculate the approximate cost of floor material. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with the purchase of floor materials to correct definitions.
2. Select from a list factors to consider in purchasing suitable floor materials.
3. Complete a chart on the characteristics of principle fibers commonly used in carpets or rugs.
4. Discuss indicators of carpet quality.
5. Distinguish between the characteristics of the basic forms of smooth floor coverings.
6. Discuss how to purchase suitable flooring materials.
7. Discuss the consumer test for carpet quality.
8. Calculate approximate cost of floor materials when given dimensions of a room.

CONSUMER PURCHASING OF FLOOR MATERIALS
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Review Textile Fiber Identifications Act as it applies to carpets and rugs in *Home Economics II: Basic Core Curriculum,* Section C, Unit I, "Labeling."
- F. Show "All About Floors" and "What Do You Know About Carpet?"
- G. Visit local floor covering dealers to become better acquainted with the kinds of floor coverings.
- H. Obtain "Floor Care" packet from Johnson Wax.
- I. Give test.
- J. Reteach if necessary.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet

C. Assignment Sheet #1--Calculate Approximate Cost of Floor Materials

D. Answers to assignment sheet

E. Test

F. Answers to test

II. References:

A. Faulkner, Ray, and Faulkner, Sarah. *Inside Today's Home.* 4th ed. New York: Holt, Rinehart, and Winston, 1975.

B. *Carpets and Rugs.* Pueblo, Colorado: Consumer Product Information, Public Documents Distribution Center, 1972.

(NOTE: This booklet is available from the above address for $.90.)

C. *Rug and Carpet Selection.* Circular E-784. Stillwater: Oklahoma State University, Extension Service.

III. Additional references:

A. "What Do You Know About Carpet?" Available from Armstrong Cork Company; Attn: C. O. Hess, Consumer Services; Lancaster, Pennsylvania 17604.

B. "All About Floors." Available from Armstrong Cork Company; Attn: C. O. Hess, Consumer Services; Lancaster, Pennsylvania 17604.

(NOTE: These above films are available free upon request. They are in heavy demand and may not always be available on an urgent basis. Requests should be made in advance.)

C. "Floor Care." Available from Consumer Services Center; Golden Rondelle; 1525 Howe Street; Racine, Wisconsin 53403.

(NOTE: This packet of material is available free upon request.)

CONSUMER PURCHASING OF FLOOR MATERIALS
UNIT II

INFORMATION SHEET

I. Terms and definitions

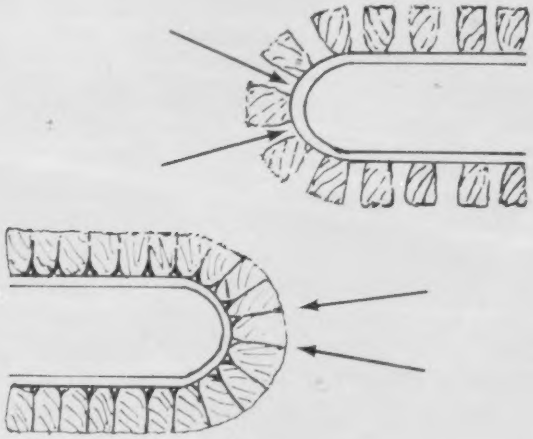
A. Fiber blend--Two or more fibers often blended in carpet surface yarns to take advantage of the outstanding characteristics of each

B. Broadloom--Term indicating measurement of carpet

(NOTE: It usually refers to carpeting woven on looms from 6 to 18 feet wide.)

C. Density--Spacing of yarns which form carpet pile

(NOTE: Higher density pile reflects higher quality carpet.)



D. Fiber--Individual materials, natural or man-made, combined to form yarns in order to make carpets and rugs

E. Ply--Number of fiber strands twisted together to form a yarn

(NOTE: A higher yarn ply affects surface texture but not necessarily quality.)

F. Pilling--Formation of tiny balls of yarn on the carpet surface as a result of wear

(NOTE: Pilling can be overcome by use of filament yarns.)

INFORMATION SHEET

II. Factors to consider in purchasing suitable floor materials

A. Durability

(NOTE: Consider amount and kind of traffic and permanence of home.)

B. Maintenance

C. Resilience

D. Warmth

E. Light reflection

F. Sound absorption

G. Appearance

H. Room decor

I. Cost

(NOTE: Consider installation cost vs "do-it-yourself" cost.)

III. Characteristics of principle fibers commonly used in carpets or rugs

(NOTE: Two or more fibers are often blended in carpet surface yarns to take advantage of the outstanding characteristics of each.)

Fiber	Characteristics
Wool	Excellent resilience High cost Good durability, dyeability, abrasion resistance, and soil resistance Fair ease of cleaning
Acrylic	Good resilience and durability High cost Excellent ease of cleaning but subject to oily soil Resistance to moths, mildew, and weak acids

INFORMATION SHEET

Fiber	Characteristics
Nylon	Excellent durability and ease of cleaning Good resilience Fair soil resistance Subject to pilling and static electricity Heat sensitivity (NOTE: It will melt from a spark.) Resistance to insects and mildew
Polyester	Good resistance to abrasion, sunlight, chemicals, and mildew Fair resilience Good soil resistance Highly nonallergenic
Polypropylene (olefin)	High resistance to abrasion and moisture Excellent ease of cleaning Poor resilience Heat sensitivity Low cost

IV. Indicators of carpet quality

(NOTE: Broadloom is NOT a quality indicator.)

A. Pile density

1. Dense pile allows individual yarns to support each other, insuring longer wear

2. Sparse pile provides little support to individual yarns which are easily bent and rub against backing

INFORMATION SHEET

B. Pile height

1. High pile combined with high density will yield long service wear

2. High pile without high density gives luxurious appearance but has low resilience

C. Resilience--Recovery from crushing depends on fiber or combination of fibers, their grade, weight, twist of pile yarn, and density of construction

D. Yarn twist

1. Low twist yarns produce a carpet pile that may soon look fuzzy and matted

2. High twist yarns produce carpets and rugs that are more resistant to crushing, matting, and shading

E. Backing construction

1. Background yarns should be tightly woven for strength and flexibility

2. Background yarns should be free of excess sizing

V. Characteristics of the basic forms of smooth floor coverings

A. Sheet goods

1. Have a minimum of cracks and, therefore, do not catch dirt as readily as tiles

2. Usually require professional installation

3. Give better protection in bathrooms and kitchens where water is common

B. Tile--Fairly easy to install by the amateur

VI. How to purchase suitable flooring materials

A. Read magazines on interior design which report new developments

B. Compare carpet choices, qualities, and prices at three or four reputable dealers before you buy

1. Compare like fibers when comparing prices in order to determine value and quality as related to price

Example: Wool to wool, nylon to nylon

INFORMATION SHEET

2. Be cautious of an unusually low price; carpet quality may be poor

C. Check labels for fiber content and flammability

D. Analyze information according to specific situations

Examples: How much use and what kind of use will the floor get? How much will the floor cost? Initial cost? Upkeep? What kind of beauty is indicated? How individualized should the floors be?

E. Obtain and study large samples of materials in the rooms for which they are intended

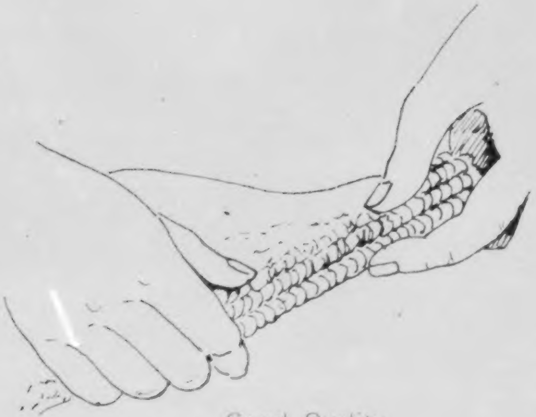
VII. Consumer test for carpet quality

A. Check pile in the carpet sample

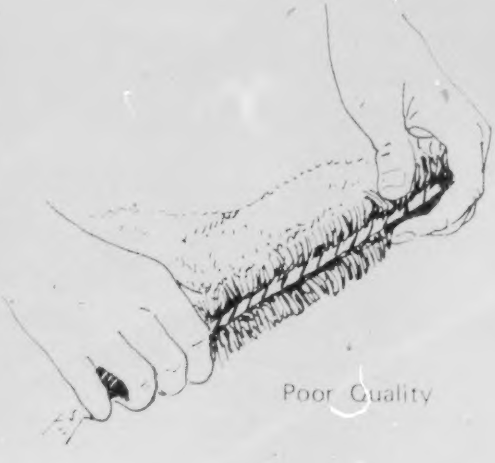
1. Bend a corner back on itself

2. Less backing or "grin" seen, the more dense the pile and the better the quality of the carpet

(NOTE: "Grin" test does not apply to shag carpets because allowance has to be made for "lay-over" of the tufts.)



Good Quality



Poor Quality

B. Tug at a few tufts to see if they are firmly anchored

INFORMATION SHEET

VIII. Calculate approximate cost of floor materials (Assignment Sheet #1)

A. Measure all four sides of room

B. Multiply greatest length by the greatest width to get number of square feet

C. Divide total number of square feet by nine to determine the number of square yards of floor material

D. Multiply number of square yards by the price per square yard to arrive at approximate cost

(NOTE: Add cost of installation and padding to obtain more accurate cost estimate.)

CONSUMER PURCHASING OF FLOOR MATERIALS
UNIT II

ASSIGNMENT SHEET #1--CALCULATE APPROXIMATE COST OF FLOOR MATERIALS

Use the information provided below in order to calculate approximate cost of floor materials for each room.

(NOTE: Show your work.)

1. Living room - 18' x 12 1/2'
   Plush nylon and wool carpet - $10.95 sq. yd.

2. Kitchen - 9' x 12'
   Vinyl flooring - $6.95 sq. yd.

3. Bedroom - 13 1/2' x 10 1/2'
   Shag nylon carpet - $8.95 sq. yd.

CONSUMER PURCHASING OF FLOOR MATERIALS
UNIT II

ANSWERS TO ASSIGNMENT SHEET

(NOTE: These are approximate figures.)

1. $273.75
2. $83.40
3. $140.96

CONSUMER PURCHASING OF FLOOR MATERIALS
UNIT II

TEST

1. Match the terms on the right to the definitions on the left by placing the appropriate numbers in the blanks provided.

______a. Spacing of yarns which form carpet pile

______b. Number of fiber strands twisted together to form a yarn

______c. Two or more fibers often blended in carpet surface yarns to take advantage of the outstanding characteristics of each

______d. Formation of tiny balls of yarn on the carpet surface as a result of wear

______e. Individual materials, natural or man-made, combined to form yarns in order to make carpets and rugs

______f. Term indicating measurement of carpet

1. Fiber blend
2. Broadloom
3. Density
4. Fiber
5. Ply
6. Pilling

2. Select from the list below factors to consider in purchasing suitable floor materials. Place an "X" in front of the correct blanks.

______a. Resilience

______b. Abrasion resistance

______c. Sound absorption

______d. Maintenance

______e. Durability

______f. Texture

______g. Appearance

______h. Room decor

______i. Warmth

______j. Light reflection

3. Complete the following chart on the characteristics of principle fibers commonly used in carpets or rugs. Write the appropriate fiber in the blanks provided.

Fiber	Characteristics
a. ____________	Excellent durability and ease of cleaning Good resilience Fair soil resistance Subject to pilling and static electricity Heat sensitivity Resistance to insects and mildew
b. ____________	High resistance to abrasion and moisture Excellent ease of cleaning Poor resilience Heat sensitivity Low cost
c. ____________	Excellent resilience High cost Good durability, dyeability, abrasion resistance, and soil resistance Fair ease of cleaning
d. ____________	Good resistance to abrasion, sunlight, chemicals, and mildew Fair resilience Good soil resistance Highly nonallergenic
e. ____________	Good resilience and durability High cost Excellent ease of cleaning but subject to oily soil Resistance to moths, mildew, and weak acids

4. Discuss indicators of carpet quality.

5. Distinguish between the characteristics of the basic forms of smooth floor coverings. Place an "S" in front of those characteristics of sheet goods and a "T" in front of those characteristics of tile goods.

______a. Fairly easy to install by the amateur

______b. Give better protection in bathrooms and kitchens where water is common

______c. Have a minimum of cracks and, therefore, do not catch dirt as readily as tiles

______d. Usually require professional installation

6. Discuss how to purchase suitable flooring materials.

7. Discuss the consumer test for carpet quality.

8. Calculate the approximate cost of floor materials for a room by using the information provided below.

Bedroom 18' x 16'

Shag nylon carpet - $7.95

CONSUMER PURCHASING OF FLOOR MATERIALS
UNIT II

ANSWERS TO TEST

1. a. 3

   b. 5

   c. 1

   d. 6

   e. 4

   f. 2

2. a, c, d, e, g, h, i, j

3. a. Nylon

   b. Polypropylene (olefin)

   c. Wool

   d. Polyester

   e. Acrylic

4. Discussion should include:

   a. Pile density

      1) Dense pile allows individual yarns to support each other, insuring longer wear

      2) Sparse pile provides little support to individual yarns which are easily bent and rub against backing

   b. Pile height

      1) High pile combined with high density will yield long service wear

      2) High pile without high density gives luxurious appearance but has low resilience

   c. Resilience--Recovery from crushing depends on fiber or combination of fibers, their grade, weight, twist of pile yarn, and density of construction

d. Yarn twist

1) Low twist yarns produce a carpet pile that may soon look fuzzy and matted

2) High twist yarns produce carpets and rugs that are more resistant to crushing, matting, and shading

e. Backing construction

1) Background yarns should be tightly woven for strength and flexibility

2) Background yarns should be free of excess sizing

5. a. T c. S

b. S d. S

6. Discussion should include:

a. Read magazines on interior design which report new developments

b. Compare carpet choices, qualities, and prices at three or four reputable dealers before you buy

1) Compare like fibers when comparing prices in order to determine value and quality as related to price

2) Be cautious of an unusually low price; carpet quality may be poor

c. Check labels for fiber content and flammability

d. Analyze information according to specific situations

e. Obtain and study large samples of materials in the rooms for which they are intended

7. Discussion should include:

a. Check pile in the carpet sample

1) Bend a corner back on itself

2) Less backing or "grin" seen, the more dense the pile and the better the quality of the carpet

b. Tug at a few tufts to see if they are firmly anchored

8. $254.40

WALL TREATMENT
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss the use of paint and wallcoverings of paper, vinyl, fabric, or wood as wall treatment. The student should be able to tell how to estimate the quantity of paint and describe work sequence for painting a room. The student should be able to plan a wall treatment and apply wallpaper. This knowledge will be evidenced through demonstration and by scoring eighty five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with wall treatment to the correct definitions.
2. List materials used for wall treatments.
3. List factors that determine the choice of material used for wall treatment.
4. List types of paint used for wall treatment.
5. Discuss the types of paint finishes and their uses.
6. Classify types of paint according to their characteristics.
7. Discuss use of paint as a wall treatment.
8. Discuss use of wallcoverings of paper, vinyl, or fabric as a wall treatment.
9. Discuss use of wood as a wall treatment.
10. Select from a list guidelines for the selection of wallcoverings.
11. Tell how to estimate quantity of paint.
12. Describe work sequence for painting a room.
13. Plan a wall treatment.
14. Demonstrate the ability to apply wallpaper.

WALL TREATMENT
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide student with objective sheet.

   B. Provide student with information, job, and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Demonstrate and discuss procedures outlined in the job sheet.

   F. Have student select a room at home to measure for wallpaper and/or paint.

   G. Make plans through a wallpaper store to observe a paperhanger at work.

   H. Ask a paint dealer to help arrange a classroom display of the items used in painting walls and in wallpapering.

   I. Give test.

   J. Reteach if necessary.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

   C. Complete assignment sheets.

   D. Demonstrate the ability to accomplish the procedures outlined in the job sheets.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheet

C. Assignment Sheet #1--Plan a Wall Treatment

D. Job Sheet #1--Apply Wallpaper

E. Test

F. Answers to test

II. References:

A. Craig, Hazel Thompson. *Homes with Character.* 3rd ed. Lexington, Massachusetts: D. C. Heath and Company, 1970.

B. Allen, Phyllis Sloan. *The Young Decorator.* Provo, Utah: Brigham Young University Press, 1975.

C. Faulkner, Ray, and Faulkner, Sarah. *Inside Today's Home.* New York: Holt, Rinehart and Winston, 1975.

WALL TREATMENT
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Adhesion quality- Ability of paint to "stick" or "hold" to a surface

B. Butt joined- Method of paper hanging in which both selvages are removed so that cut sides meet

(NOTE: This method is more difficult to execute than overlapped but gives a smoother effect.)

C. Enamel- Broad term describing durable paint

(NOTE: Enamel can be either alkyd or latex type.)

D. Hiding power- Ability of paint to cover a surface

E. Motif- Pattern or dominant design

F. Overlapped- Method of paper hanging in which the cut edge of one wallpaper panel laps over the selvage edge of the next panel

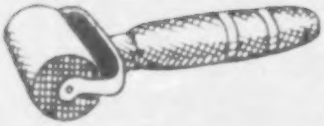
G. Paste brush- Broad, firm brush used for applying paste on wallpaper

H. Plumb line- Length of firmly twisted string rubbed with colored chalk and with a weight tied at one end so that a line perpendicular to the floor can be established

I. Prepasted- Wallcovering that has had paste applied during the manufacturing process

J. Pretrimmed- Rolls of wallcovering from which selvages have been removed for the convenience of the consumer

K. Seam roller- Device used to press seams flat when wallpaper is overlapped or butt joined



L. Scrubbable- Wallcovering which is more resistant to rubbing than the washable types

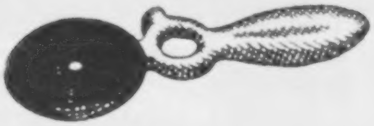
INFORMATION SHEET

M. Semitrimmed--Rolls of wallcovering from which selvage has been trimmed from one edge only

N. Sizing--Substance needed to seal any new or patched plaster before painting or applying wallpaper

O. Washable--Wallcovering which may be washed with lukewarm water and mild suds but not scrubbed excessively

P. Wheel knife--Small rotary blade with a handle used for trimming paper at baseboards, doors, and window frames



II. Materials used for wall treatments (Assignment Sheet #1)

A. Paint

B. Wallcovering

Examples: Paper, plastic vinyl, fabric, carpet

C. Wood

Examples: Panels, cork, shingles, boards

D. Masonry

Examples: Cement block, brick, stone, ceramic tile

E. Glass, metal, plastic

Examples: Glass bricks, window walls, mirrors, metal panels, plastic panels

III. Factors that determine material used for wall treatment (Assignment Sheet #1)

A. Condition of walls

B. Maintenance and care

C. Desired effect

(NOTE With taste and imagination both old and new products can be used to create distinctive walls.)

INFORMATION SHEET

D. Size and shape of room

E. Cost

IV. Types of paint used for wall treatment

A. Alkyd (oil base)

B. Latex (water base)

C. Epoxy

V. Types of paint finishes and their uses

A. Flat--Recommended for all rooms of the house except kitchen and bathroom

B. Semi-gloss

1. Is more serviceable in rooms where there is steam and grease because it is easier to maintain

2. Used to cover wood trim

C. Gloss

1. Is more serviceable in rooms where there is steam and grease because it is easier to maintain

2. Used to cover wood trim

VI. Characteristics of types of paint

A. Alkyd (oil base) paint

1. Applied with brush, roller, or sprayer

2. Some odor

3. Slower to dry than latex paint

4. Durable

(NOTE: Alkyd paints will withstand repeated washings better than latex.)

5. Good hiding power and adhesion quality

(NOTE: Two coats are recommended for most surfaces.)

INFORMATION SHEET

6. Resistant to soil, dirt, stains, abrasion, humidity, and moisture but absorbs oil and grease which are difficult to remove

7. Commercial preparations needed for thinning the paint and cleaning the equipment

B. Latex (water base) paint

1. Applied with brush, roller, or sprayer

2. Relatively odorless

3. Quick drying

4. Fair adhesion qualities

   (NOTE: Latex paint requires more surface preparation than alkyds.)

5. Durable

6. Slightly better hiding power than alkyds

   (NOTE: Paint touch-ups do not show if walls are clean.)

7. Resistant to water spotting, oil, and grease

8. Only water needed to thin paint and clean equipment

C. Epoxy paint

1. Applied with brush, roller, or sprayer

2. Tile-like coating that resembles porcelain

   (NOTE: This coating can be scratched, struck, or marked with crayon or pencil and can still be washed back to a high gloss.)

3. Durable

4. Used on surfaces like worn laundry tubs, basement walls, shower stalls, or for refinishing tile walls that have become discolored

   (NOTE: Colors are limited to white, black, and pastels.)

5. Available in two cans and must be mixed shortly before using because a chemical reaction takes place immediately upon mixing to solidify the paint

INFORMATION SHEET

VII. Use of paint as a wall treatment

(CAUTION: Paint that contains lead should not be used where children live, work, and play!)

A. Is easy to apply and maintain

(NOTE: About 3/4 of all paint sold is applied by the home owner.)

B. Is the least expensive wall treatment

C. Provides a wide color assortment

D. Can be applied to a variety of surfaces

Examples: Wood, masonry, stucco, metal, asbestos, gypsum board, wallpaper

E. Gives a uniform surface

(NOTE: Preparation of surface is a vital step. No matter how good the paint, it will not adhere to a dirty surface. Furthermore, smooth paint cannot cover all blemishes.)

F. Can produce special effects

(NOTE: Paint can be stippled with a stiff brush to hide brush marks and to provide a soft mat finish. Paint can be spattered with one or more colors to give some "life" and to minimize spots or scratches. More pronounced textures are produced with special paints, by applying the paint with special rollers, or by going over wet paint with a sponge or a wisk broom.)

VIII. Use of wallcoverings of paper, vinyl, or fabric as wall treatment

A. Can be used in any room in the house

B. Can be tested for effect by borrowing large samples

C. Are available in many colors, patterns, and textures

Examples: Solid colors, textured effects, small and large patterns, mural or scenic designs, flock and marblized papers, three-dimensional and metallic designs, carpet

D. Are available in varying degrees of durability

Examples: Washable and scrubbable

INFORMATION SHEET

E. Are a quick and easy way to remodel with prepasted, self-adhesive, pretrimmed, or semitrimmed types

F. Can hide disfigured walls

G. Can minimize architectural problems by illusion or camouflage

IX. Use of wood as a wall treatment

A. Can be used in any area that is free from excessive moisture

B. Is attractive, durable, and easy to maintain

C. Is simple to install with nails or glue

D. Is usually more expensive than paint or wallcoverings

E. Is available in a variety of woods, styles, prices, and colors

(NOTE: Wood wallcoverings can be purchased finished or unfinished, with vinyl coating, or with finished effect similar to painted walls. Many patterns can be produced by boards or shingles laid horizontally or diagonally.)

X. Guidelines for selection of wallcoverings

A. Test for desired effect by taping wall length samples in the room where wallcovering is to be used

(NOTE: Designs look different in wallcovering books than they do on the wall.)

B. Avoid wallcover designs that are three dimensional repeats, busy, spotty, or restless

(NOTE: The effect of these designs will be exaggerated on the wall.)

C. Keep wallcover design in scale with room

(NOTE: Large motifs or repeats will overpower a small room and small motifs will be lost in a large room.)

D. Use scenic wallpapers on unbroken areas if they are needed to give a room depth

(NOTE: Avoid using scenic wallpaper with large repeats if the walls are broken up with doors, windows, or a fireplace.)

INFORMATION SHEET

XI. Estimating quantity of paint

A. Read label on paint can which will generally indicate number of square feet the contents will cover

(NOTE: A gallon of paint will cover about 400 square feet of smooth surface in a finish coat and less area if it is a first coat, depending on the condition of the surface.)

B. Measure the perimeter and height of the room

C. Multiply the perimeter by the height

D. Deduct 30 square feet for every two doors, two windows, or a door and a window

(NOTE: It is more economical to buy paint by the gallon unless only a small quantity is needed for woodwork.)

XII. Work sequence for painting a room

A. Gather needed supplies and equipment

Examples: Brushes, rollers, roller tray, paint and solvents or thinners, sizing, sandpaper, putty and patching plaster, putty knife, paint guards and masking tape, mixing buckets and paddles, drop cloths, old rags, newspapers, and ladders

B. Move all tables, chairs, lamps, pictures, and small objects from room

C. Assemble all large items in the middle of room and cover completely

D. Clean and prepare surfaces

E. Paint ceiling first, walls next, and wood trim last

F. Clean equipment and store supplies

WALL TREATMENT
UNIT III

ASSIGNMENT SHEET #1--PLAN A WALL TREATMENT

Select a room that needs wall treatment. Write a short paragraph below describing this room. (Be sure to include the purpose of the room.) Plan a wall treatment that will meet the demands set by the room. State briefly how each of the following factors were considered in your choice of a wall treatment: condition of the walls, effect desired, maintenance and care required, and cost.

WALL TREATMENT
UNIT III

JOB SHEET #1-APPLY WALLPAPER

I. Equipment and materials

A. Long, slender, flexible brush

B. Plumb line and chalk

C. Shears

D. Seam roller

(NOTE: A furniture caster or small roller will work if it is clean and smooth.)

E. Sponge

(NOTE: A soft, clean sponge wrung from clear water will be useful in wiping smudges.)

F. Wheel knife

(NOTE: Either a razor knife or a razor blade inserted in a handle will do a satisfactory job.)

G. Bucket and paste brush

H. Yardstick or metal rule

I. Table

J. Scraper and sandpaper

K. Stepladder

L. Wallpaper paste

(NOTE: Some wallpaper comes prepasted, making paste unnecessary.)

M. Wall sizing

(NOTE: Newly plastered walls require a coat of sizing in order to make paper stick.)

N. Patching plaster

(NOTE: This is needed if plaster is damaged.)

JOB SHEET #1

II. Procedure

A. Prepare walls

1. Use a dust mop covered with a soft piece of cloth to dust surfaces of walls and ceilings in living, dining, and sleeping areas

2. Use detergent to sponge clean the walls and ceilings in kitchen

3. Fill in any fine cracks in the plaster

4. Chisel out deep cracks and replaster

(NOTE: When the plaster is dry, these areas must be sized.)

5. Scrape rough plaster with scraper before applying wallpaper

6. Use sandpaper to smooth out surface before applying wallpaper

B. Examine patterned paper for a repeat; note top of pattern and keep all panels even at top

(NOTE: Some repeats run straight across, whereas other repeats drop. Beginners should avoid buying a drop match.)

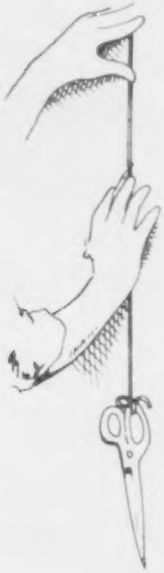
C. Study the room to see where to begin

(NOTE: Hang ceiling first, walls next, and borders last. It is usually best to begin in a corner behind the entrance door where the final joining will be the least noticed. If the wallpaper has a definite pattern, the pattern should be the most prominent spot in the room. In applying patterned wallpaper, mark off the number of panels and check wallpaper repeats before beginning to cut the wallpaper.)

JOB SHEET #1

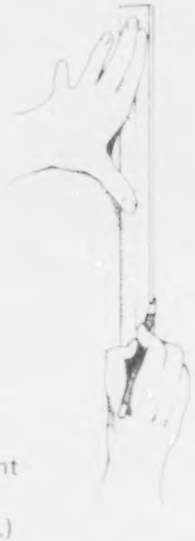
D. Drop plumb line at several points in order to measure height accurately (Figure 1)

FIGURE 1



E. Measure with yardstick or metal rule and mark at plumb line (Figure 2)

FIGURE 2



F. Cut first strip to maximum height

(NOTE: Cut one strip at a time.)

G. Match strips from top

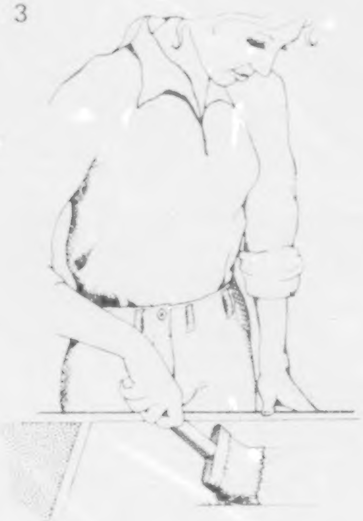
H. Cut each strip long enough to extend over baseboard slightly

JOB SHEET #1

I. Work in paste on the cut strip thoroughly, especially at edges (Figure 3)

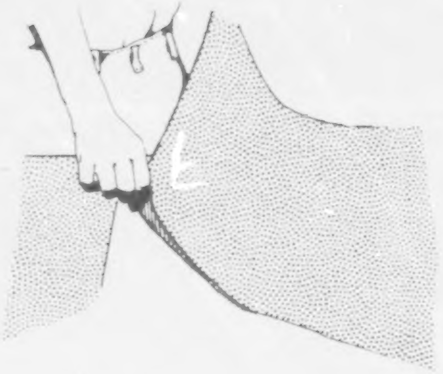
(NOTE: Make sure paste is free of lumps because lumps will show under paper.)

FIGURE 3



J. Fold wet side to wet side from top to bottom toward center (Figure 4)

FIGURE 4



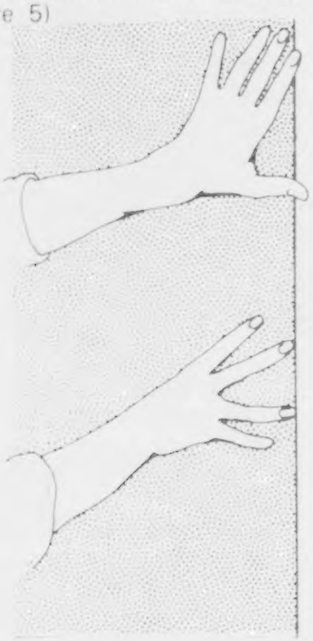
K. Do NOT crease

L. Carry to wall

JOB SHEET #1

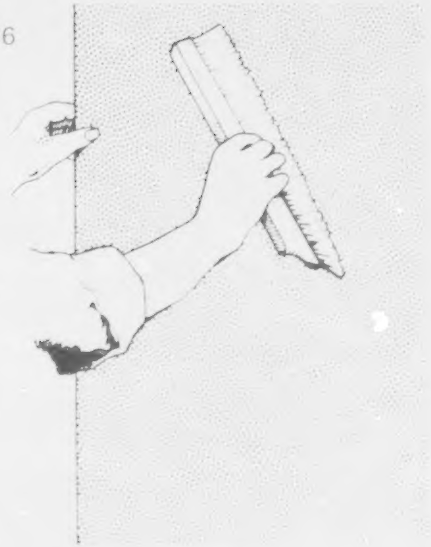
M. Hang first strip to plumb line marking, with overlap onto ceiling and baseboard (Figure 5)

FIGURE 5



N. Press firmly to wall with nylon smoothing brush, blunt knife, or squeegee (Figure 6)

FIGURE 6



O. Remove all air pockets by brushing to nearest edge

JOB SHEET #1

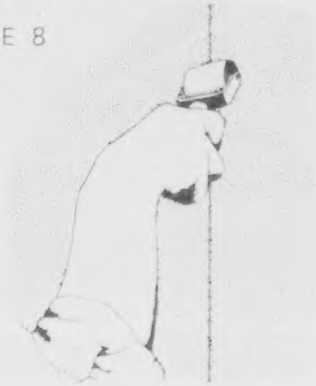
P. Hang succeeding strips so that edges butt tightly (Figure 7)

FIGURE 7

Q. Do NOT overlap seams

R. Set seams with seam roller (Figure 8)

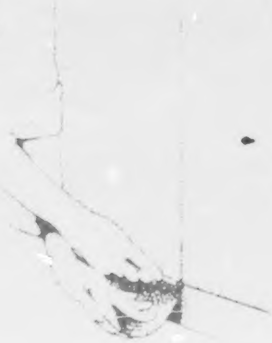
FIGURE 8



S. Wash off excess paste

T. Trim excess at top and bottom after three strips are cut (Figure 9)

FIGURE 9



JOB SHEET #1

U. Continue around room

V. Keep leftover wallpaper for patching if an area should become damaged

W. Clean equipment and store supplies

WALL TREATMENT
UNIT III

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided. Definitions are continued on the following page.

_____a. Small rotary blade with a handle used for trimming paper at baseboards, doors, and window frames

_____b. Substance needed to seal any new or patched plaster before painting or applying wallpaper

_____c. Ability of paint to cover a surface

_____d. Broad, firm brush used for applying paste on wallpaper

_____e. Pattern or dominant design

_____f. Wallcovering which is more resistant to rubbing than the washable types

_____g. Broad term describing durable paint

_____h. Wallcovering that has had paste applied during the manufacturing process

_____i. Method of paper hanging in which both selvages are removed so that cut sides meet

_____j. Device used to press seams flat when wallpaper is overlapped or butt joined

_____k. Ability of paint to "stick" or "hold" to a surface

_____l. Rolls of wallcovering from which selvage has been trimmed from one edge only

_____m. Wallcovering which may be washed with lukewarm water and mild suds but not scrubbed excessively

1. Adhesion quality
2. Butt joined
3. Hiding power
4. Motif
5. Overlapped
6. Paste brush
7. Plumb line
8. Prepasted
9. Pretrimmed
10. Seam roller
11. Scrubbable
12. Semitrimmed
13. Sizing
14. Washable
15. Wheel knife
16. Enamel

______n. Rolls of wallcovering from which selvages have been removed for the convenience of the consumer

______o. Length of firmly twisted string rubbed with colored chalk and with a weight tied at one end so that a line perpendicular to the floor can be established

______p. Method of paper hanging in which the cut edge of one wallpaper panel laps over the selvage edge of the next panel

2. List materials used for wall treatments.

a.

b.

c.

d.

e.

3. List factors that determine the choice of material used for wall treatment.

a.

b.

c.

d.

e.

4. List the types of paint used for wall treatment.

a.

b.

c.

5. Discuss the types of paint finishes and their uses.

6. Classify the types of paint according to their characteristics. Place an "A" in front of the characteristics of alkyd paint, an "L" in front of those of latex paint, and an "E" in front of those of epoxy paint. A blank may have more than one answer.

_____a. Quick drying

_____b. Available in two cans and must be mixed shortly before using because a chemical reaction takes place immediately upon mixing to solidify the paint

_____c. Resistant to soil, dirt, stains, abrasion, humidity, and moisture but absorbs oil and grease which are difficult to remove

_____d. Durable

_____e. Tile-like coating that resembles porcelain

_____f. Slightly better hiding power than alkyds

_____g. Used on surfaces like worn laundry tubs, basement walls, shower stalls, or for refinishing tile walls that have become discolored

_____h. Applied with brush, roller, or sprayer

_____i. Some odor

_____j. Slower to dry than latex paint

_____k. Only water needed to thin paint and clean equipment

_____l. Relatively odorless

_____m. Fair adhesion qualities

_____n. Good hiding power and adhesion quality

_____o. Commercial preparations needed for thinning the paint and cleaning the equipment

_____p. Resistant to water spotting, oil, and grease

7. Discuss use of paint as a wall treatment.

8. Discuss use of wallcoverings of paper, vinyl, or fabric as a wall treatment.

9. Discuss use of wood as a wall treatment.

10. Select from the list below guidelines for the selection of wallcoverings. Place an "X" in the appropriate blanks.

_____a. Keep wallcover design in scale with room

_____b. Test for desired effect by taping wall length samples in the room where wallcovering is to be used

_____c. Use scenic wallpapers on walls that are broken up with doors and windows in order to give a room depth

_____d. Avoid wallcover designs that are three dimensional repeats, busy, spotty, or restless

11. Tell how to estimate quantity of paint.

12. Describe work sequence for painting a room.

13. Plan a wall treatment.

14. Demonstrate the ability to apply wallpaper.

(NOTE: If activities 13 and 14 have not been accomplished prior to the test, ask the instructor when they should be completed.)

WALL TREATMENT
UNIT III

ANSWERS TO TEST

1. a. 15
   b. 13
   c. 3
   d. 6
   e. 4
   f. 11
   g. 16
   h. 8
   i. 2
   j. 10
   k. 1
   l. 12
   m. 14
   n. 9
   o. 7
   p. 5

2. a. Paint
   b. Wallcovering
   c. Wood
   d. Masonry
   e. Glass, metal, plastic

3. a. Condition of walls
   b. Maintenance and care
   c. Desired effect
   d. Size and shape of room
   e. Cost

4. a. Alkyd (oil base)
   b. Latex (water base)
   c. Epoxy

5. Discussion should include:
   a. Flat- Recommended for all rooms of the house except kitchen and bathroom

- b. Semi-gloss
  - 1) Is more serviceable in rooms where there is steam and grease because it is easier to maintain
  - 2) Used to cover wood trim
- c. Gloss
  - 1) Is more serviceable in rooms where there is steam and grease because it is easier to maintain
  - 2) Used to cover wood trim

6.
a. L
b. E
c. A
d. A, L, E
e. E
f. L
g. E
h. A, L, E
i. A
j. A
k. L
l. L
m. L
n. A
o. A
p. L

7. Discussion should include:
- a. Is easy to apply and maintain
- b. Is the least expensive wall treatment
- c. Provides a wide color assortment
- d. Can be applied to a variety of surfaces
- e. Gives a uniform surface
- f. Can produce special effects

8. Discussion should include.
- a. Can be used in any room in the house
- b. Can be tested for effect by borrowing large samples
- c. Are available in many colors, patterns, and textures
- d. Are available in varying degrees of durability
- e. Are a quick and easy way to remodel with prepasted, self-adhesive, pretrimmed, or semitrimmed types

f. Can hide disfigured walls

g. Can minimize architectural problems by illusion or camouflage

9. Discussion should include:

a. Can be used in any area that is free from excessive moisture

b. Is attractive, durable, and easy to maintain

c. Is simple to install with nails or glue

d. Is usually more expensive than paint or wallcoverings

e. Is available in a variety of woods, styles, prices, and colors

10. a, b, d

11. a. Read label on paint can which will generally indicate number of square feet the contents will cover

b. Measure the perimeter and height of the room

c. Multiply the perimeter by the height

d. Deduct 30 square feet for every two doors, two windows, or a door and a window

12. Description should include:

a. Gather needed supplies and equipment

b. Move all tables, chairs, lamps, pictures, and small objects from room

c. Assemble all large items in the middle of room and cover completely

d. Clean and prepare surfaces

e. Paint ceiling first, walls next, and wood trim last

f. Clean equipment and store supplies

13. Evaluated to the satisfaction of the instructor

14. Performance skill evaluated to the satisfaction of the instructor

WINDOWS AND WINDOW TREATMENT
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to list purposes of windows, purposes of window treatment, and points to consider in the selection of a window treatment. The student should be able to identify types of windows, parts of a window, and types of window treatments. The student should be able to plan window treatments, develop a checklist for use in selection of a window treatment, and select a window treatment. This knowledge will be evidenced by scoring eighty five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List purposes of windows.
2. Identify types of windows.
3. Identify parts of a window.
4. Identify types of window treatments.
5. List purposes of a window treatment.
6. List points to consider in the selection of a window treatment.
7. Plan window treatments.
8. Develop a checklist for use in selection of a window treatment.
9. Select a window treatment.

WINDOWS AND WINDOW TREATMENT
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Make transparencies.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Show filmstrip "How to Select Window Treatment."

   G. Provide a field trip to a home furnishings department so that students may use their checklist in the selection of window treatment.

   H. Provide sample sets of curtains and draperies or invite a resource person if a field trip is not feasible.

   I. Gather magazines, catalogues, and other resources for students to use to complete assignment sheet.

   J. Suggest that students use Assignment Sheet #5 as a home project.

   K. Give test.

   L. Reteach if necessary.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

   C. Complete assignment sheets.

   D. Take field trip.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Transparency masters

    1. TM 1--Types of Windows
    2. TM 2--Types of Windows (Continued)
    3. TM 3--Window Treatments
    4. TM 4--Window Treatments (Continued)
    5. TM 5--Window Treatments (Continued)
    6. TM 6--Window Treatments (Continued)

  D. Assignment sheets

    1. Assignment Sheet #1--Identify Windows
    2. Assignment Sheet #2--Identify Window Treatments
    3. Assignment Sheet #3--Plan Window Treatments
    4. Assignment Sheet #4--Develop a Checklist
    5. Assignment Sheet #5--Select a Window Treatment

  E. Test

  F. Answers to test

II. References:

  A. Craig, Hazel Thompson. *Homes with Character.* 3rd ed. Lexington, Massachusetts: D.C. Heath and Company, 1970.

  B. Allen, Phyllis Sloan. *The Young Decorator.* Provo, Utah: Brigham Young University Press, 1975.

  C. "Drapery Fashions for Your Windows." Leaflet L-139. Stillwater: Oklahoma State University, Extension Service.

III. Filmstrip--"How to Select Window Treatment." Available from Consumer Information Services; Department 703, Public Relations; Sears, Roebuck and Co., Chicago, Illinois 60611.

WINDOWS AND WINDOW TREATMENT
UNIT IV

INFORMATION SHEET

I. Purposes of windows

   A. Ventilation

   B. Light admission

   C. Visual communication

      (NOTE: When window treatments are seen from outside, they contribute to a home's cheerful lived-in look. When viewed in a room setting, they help supply the framework which establishes the room's decorative style.)

   D. Aesthetic

      (NOTE: This refers to the evaluation of a window treatment in terms of orderliness, harmony, and beauty.)

II. Types of windows (Transparencies 1 and 2, Assignment Sheet #1)

   A. Double hung

   B. Multiple double hung

   C. Picture

   D. Dormer

   E. Bay

   F. Corner

   G. In-swinging casement

   H. Out-swinging casement

   I. Ranch (sliding)

   J. Slanting

   K. Arched

   L. Clerestory

   M. Jaloussie

   N. Awning

INFORMATION SHEET

III. Parts of a window

(NOTE: The window below is a common type of window. Other types may not include all parts.)

A. Casing

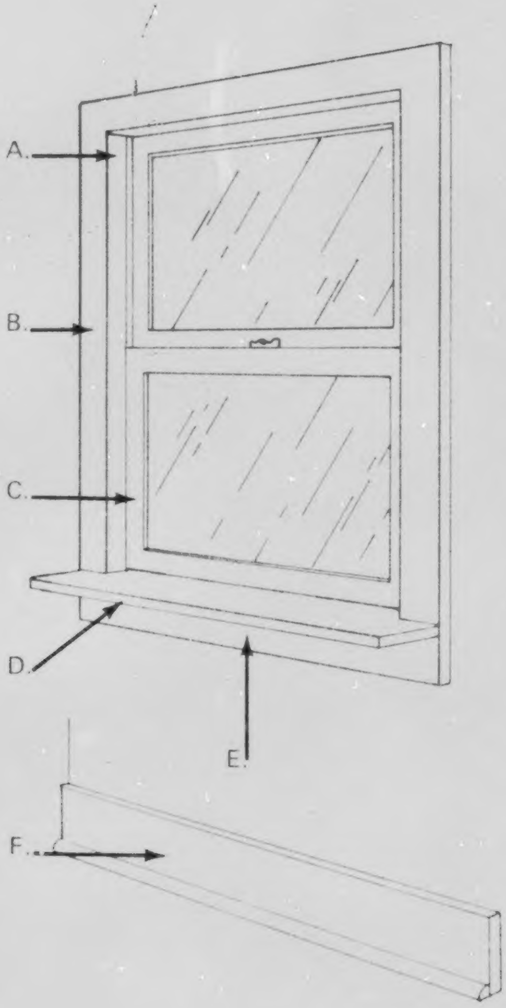
B. Frame

C. Sash

D. Sill

E. Apron

F. Baseboard



INFORMATION SHEET

IV. Types of window treatments (Transparencies 3, 4, 5, and 6; Assignment Sheet #2)

(NOTE: These window treatments can be used separately or in combination with others.)

A. Draw drapery

1. Two-way draw
2. One-way draw
3. Draw drapery on decorative rod
4. Swinging draw drapery

B. Cafe curtain

C. Priscilla curtain (criss-cross)

D. Sheer (glass curtain)

E. Semi-sheer

F. Sash curtain

G. Window shade

1. Austrian shade
2. Roman shade
3. Traditional shade

H. Venetian blind

I. Shutter

J. Valance

K. Swag and cascade

L. Jabot

M. Cornice

N. Lambrequin

INFORMATION SHEET

O. Side drapery

1. Hanging

2. Tied back

P. Plants

(NOTE: If a window design is truly striking, any added treatment becomes unnecessary and could even detract from the total effect.)

V. Purposes of a window treatment

(NOTE: Window coverings can serve many purposes ranging from purely functional to purely decorative.

A. Utility

(NOTE: This window treatment controls amount of privacy and amount and kind of light, heat, and cold.)

B. Economy

(NOTE: In the wake of the energy crisis, efficient window treatment can reduce heating and cooling bills. The fewer accessories used at windows, the more money will be available for other purposes.)

C. Beauty

VI. Points to consider in selection of a window treatment

A. Basic window type

B. Personal needs for air, light, and privacy

C. Form

D. Durability

E. Safety

(NOTE: Flame resistance is an important safety factor in choosing fabrics for window coverings in the kitchen.)

F. Ease of care

INFORMATION SHEET

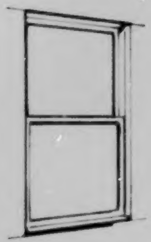
G. Construction

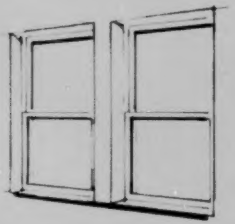
H. Beauty

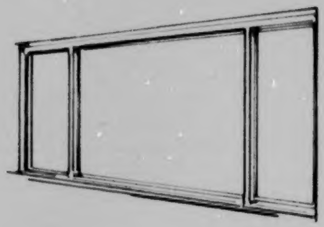
I. Character of room and its furnishings

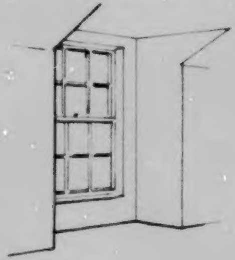
J. Cost

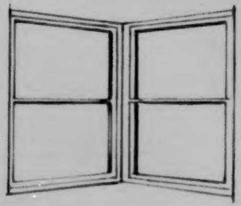
Types of Windows

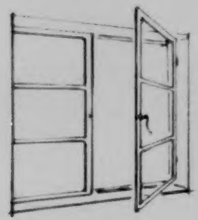

Double Hung

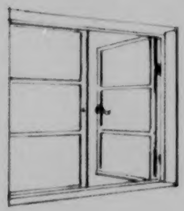

Multiple Double Hung

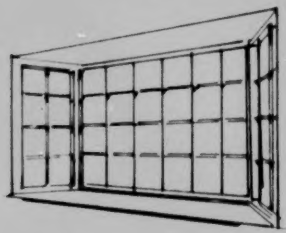

Picture


Dormer


Corner


In-Swinging Casement

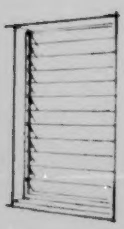

Out-Swinging Casement


Bay

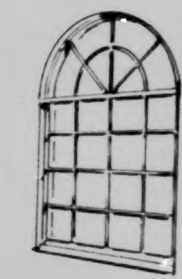
Types of Windows

(Continued)

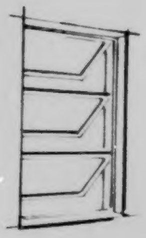
Jaloussie



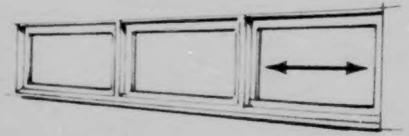
Arched



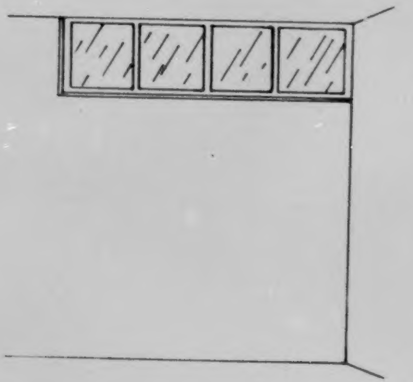
Awning



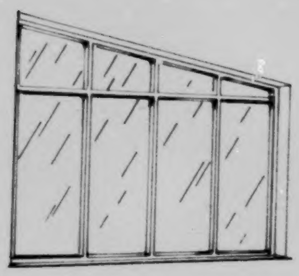
Ranch (Sliding)



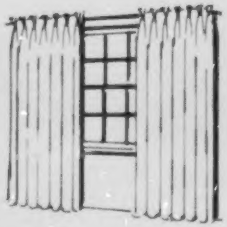
Clerestory

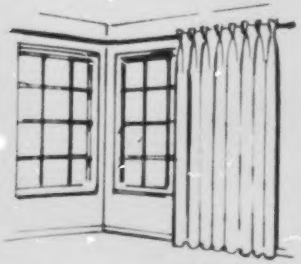


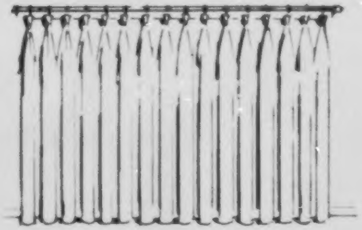
Slanting

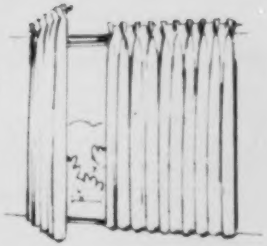


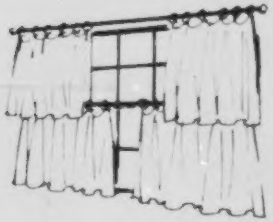
Window Treatments

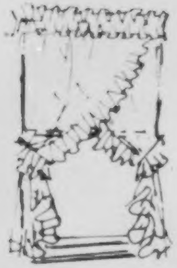

Two-Way Draw
Curtain or Drapery


One-Way Draw
Curtain or Drapery


Draw Drapery
on Decorative Rod


Swinging
Draw Drapery

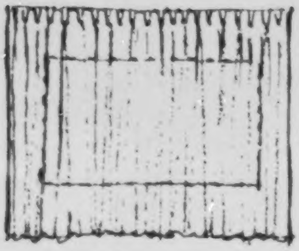

Cafe Curtain


Priscilla Curtain
(Criss-Cross)

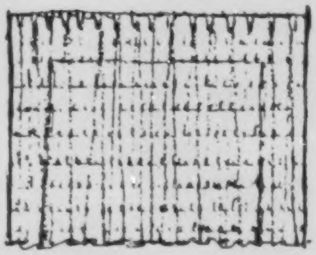
Window Treatments

(Continued)

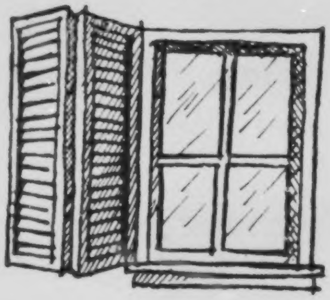
Sheer (Glass Curtain)



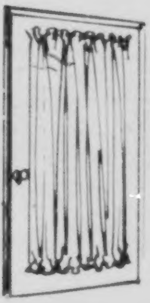
Semi-Sheer



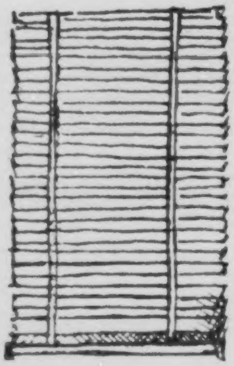
Shutter



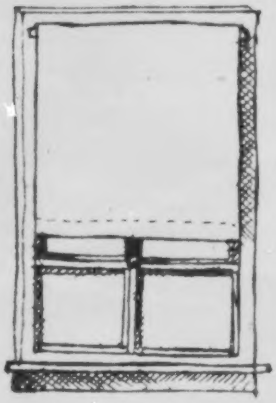
Sash Curtain



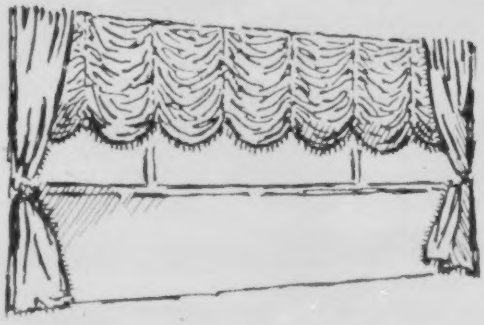
Venetian Blind



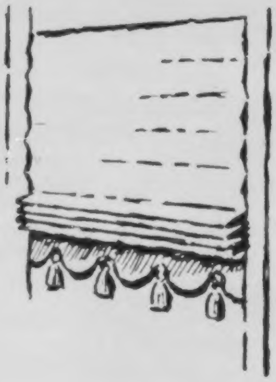
Traditional Shade



Austrian Shade



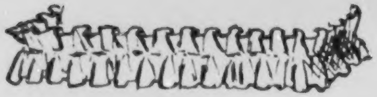
Roman Shade



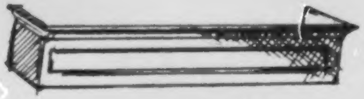
Window Treatments

(Continued)

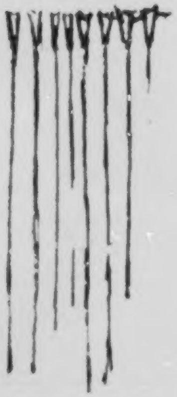
Valance



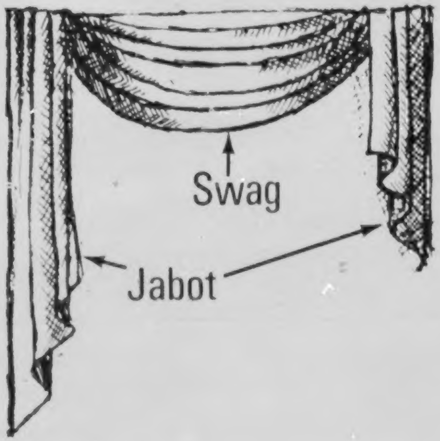
Cornice

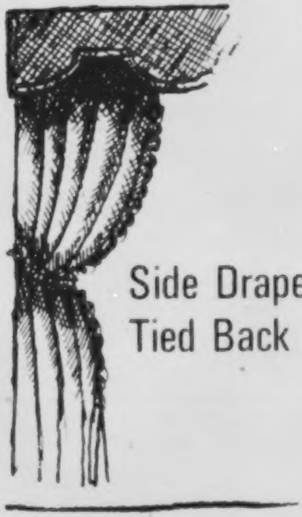


Side Drapery---Hanging



Swag With Drapery Jabot



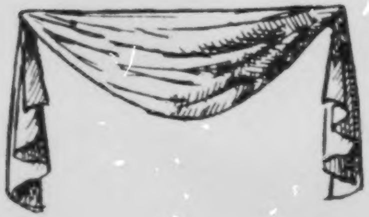


Side Drapery--Tied Back

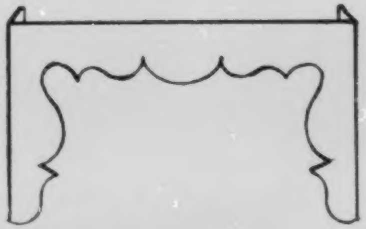
Window Treatments

(Continued)

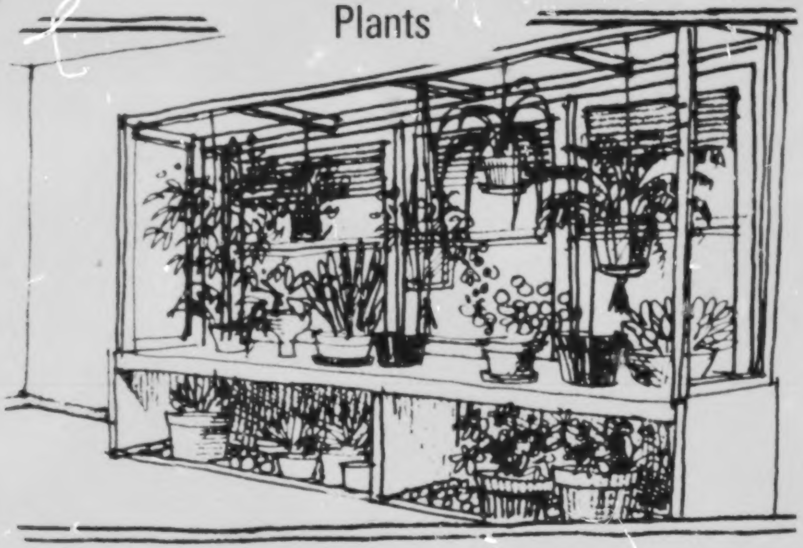
Swag and Cascade



Lambrequin



Plants



TM 6

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WINDOWS AND WINDOW TREATMENT
UNIT IV

ASSIGNMENT SHEET #1--IDENTIFY WINDOWS

Using magazines, catalogs, and other available material, find pictures of the windows listed in the information sheet. Attach and label these pictures on the sheets provided, using extra pages if needed.

WINDOWS AND WINDOW TREATMENT
UNIT IV

ASSIGNMENT SHEET #2--IDENTIFY WINDOW TREATMENTS

Using magazines, catalogs, and other available material, find pictures of the window treatments listed in the information sheet. Attach and label these pictures on the sheets provided, using extra pages if needed.

WINDOWS AND WINDOW TREATMENT
UNIT IV

ASSIGNMENT SHEET #3--PLAN WINDOW TREATMENTS

Select one of the windows from Transparencies 3, 4, or 5. Plan three window treatments for the window. Draw sketches or find pictures in magazines and catalogs to illustrate plans.

(NOTE: Attach samples of drapery fabric that would be suitable for each window treatment.)

WINDOWS AND WINDOW TREATMENT
UNIT IV

ASSIGNMENT SHEET #4--DEVELOP A CHECKLIST

Develop a checklist to use in selecting a window treatment. Use the information sheet, textbooks, or other related information. Be prepared to give reasons for the factors used on the checklist.

WINDOWS AND WINDOW TREATMENT
UNIT IV

ASSIGNMENT SHEET #5--SELECT A WINDOW TREATMENT

Using the checklist on Assignment Sheet #4, select a window treatment which fits your own personal needs and taste. Give reasons for your selection.

WINDOWS AND WINDOW TREATMENT
UNIT IV

TEST

1. List the purposes of windows.

   a.

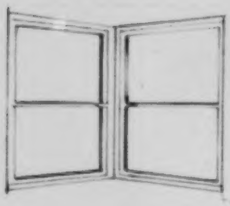
   b.

   c.

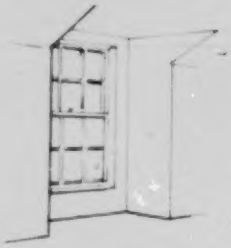
   d.

2. Identify the following types of windows using the names provided below.

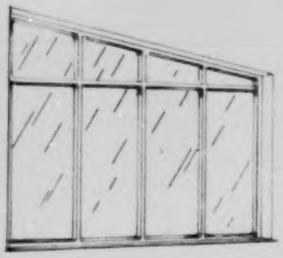
   - Double hung
   - Multiple double hung
   - Picture
   - Dormer
   - Bay
   - Corner
   - In-swinging casement
   - Out-swinging casement
   - Ranch (sliding)
   - Slanting
   - Arched
   - Clerestory
   - Jaloussie
   - Awning



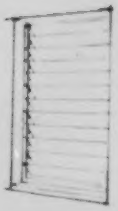
a. ______________________



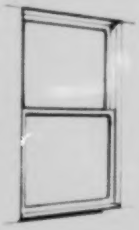
b. ______________________



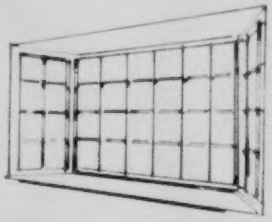
c. ______________________



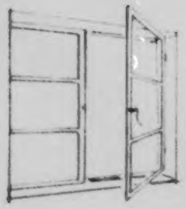
d. ______________________



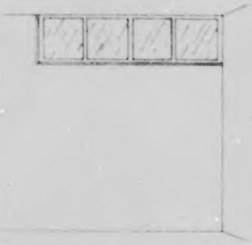
e. ______________________



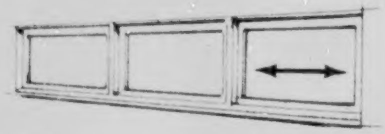
f. ______________________



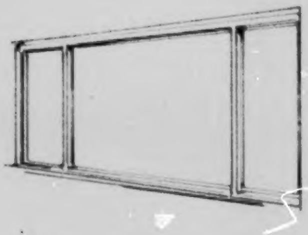
g. ______________________



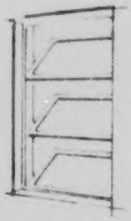
h. ______________________



i. ______________________



j. ______________________



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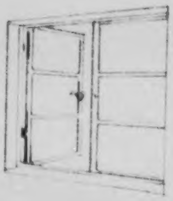

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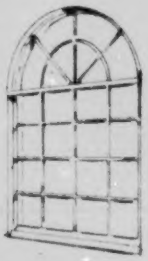

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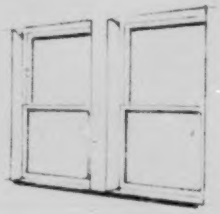
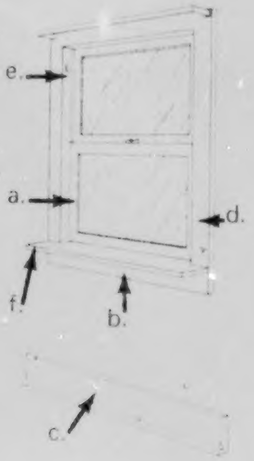


n. ______________________

3. Identify the parts of the window in the sketch below.



a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

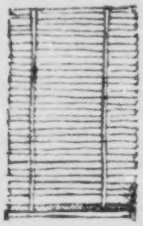
f. ______________________

4. Identify the following types of window treatments using the names provided below.

Two-way draw
One-way draw
Draw drapery on
decorative rod
Swinging draw drapery
Cafe curtain
Priscilla curtain
(criss-cross)
Sheer (glass curtain)
Semi-sheer

Sash curtain
Austrian shade
Roman shade
Traditional shade
Venetian blind
Shutter
Valance

Swag and cascade
Jabot
Cornice
Lambrequin
Side drapery--Hanging
Side drapery--Tied back
Plants



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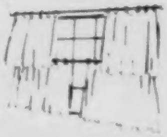

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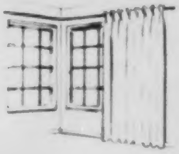
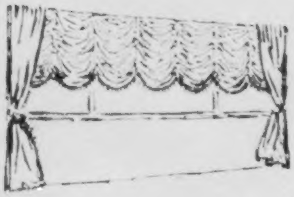


c. ______________



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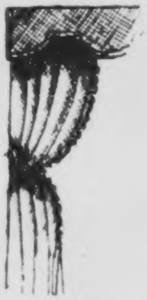
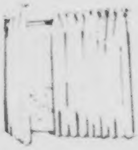


e. ______________

f. ______________



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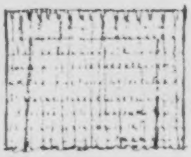

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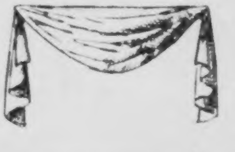
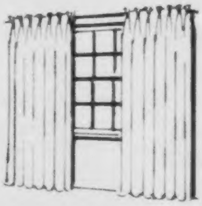


i. ______________



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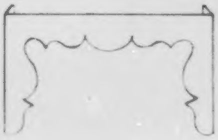

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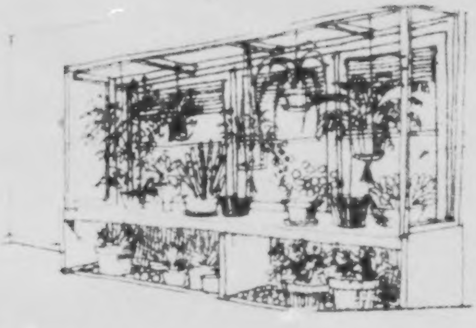

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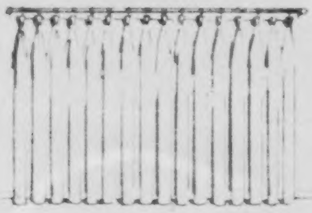

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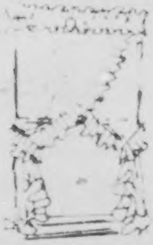

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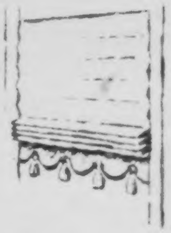
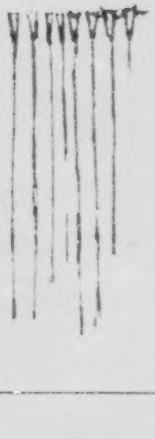


o. ____________________



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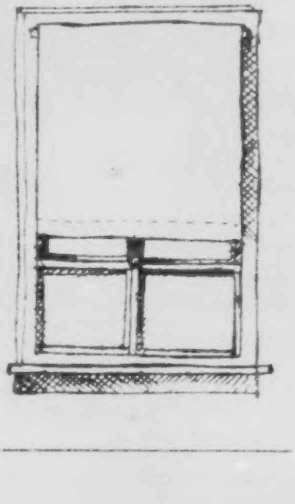

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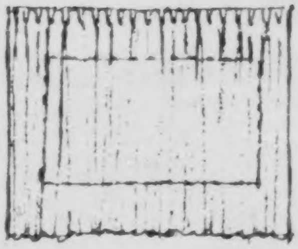
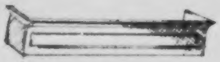


r. ____________________



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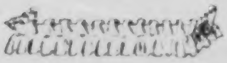

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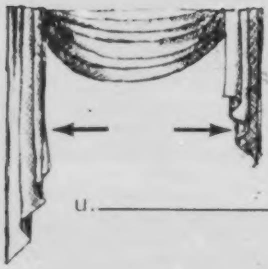
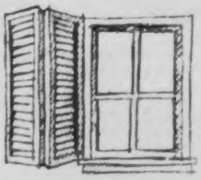


u. ____________________



v. ____________________

5. List purposes of a window treatment.

   a.

   b.

   c.

6. List points to consider in the selection of a window treatment.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

7. Plan window treatments.

8. Develop a checklist for use in selection of a window treatment.

9. Select a window treatment.

   (NOTE: If activities 7-9 have not been accomplished prior to the test, ask your instructor when they should be completed.)

WINDOWS AND WINDOW TREATMENT
UNIT IV

ANSWERS TO TEST

1. a. Ventilation
   b. Light admission
   c. Visual communication
   d. Aesthetic
2. a. Corner
   b. Dormer
   c. Slanting
   d. Jaloussie
   e. Double hung
   f. Bay
   g. In-swinging casement
   h. Clerestory
   i. Ranch (sliding)
   j. Picture
   k. Awning
   l. Out-swinging casement
   m. Arched
   n. Multiple double hung
3. a. Sash
   b. Apron
   c. Baseboard
   d. Frame
   e. Casing
   f. Sill

4. a. Venetian blind
   b. Cafe curtain
   c. One-way draw
   d. Austrian shade
   e. Side drapery--Tied back
   f. Sash curtain
   g. Swinging draw drapery
   h. Semi-sheer
   i. Swag and cascade
   j. Two-way draw
   k. Lambrequin
   l. Plants
   m. Draw drapery on decorative rod
   n. Priscilla curtain (criss-cross)
   o. Roman shade
   p. Side drapery--Hanging
   q. Traditional shade
   r. Sheer (glass curtain)
   s. Cornice
   t. Valance
   u. Jabot
   v. Shutter
5. a. Utility
   b. Economy
   c. Beauty

6. a. Basic window type
   b. Personal needs for air, light, and privacy
   c. Form
   d. Durability
   e. Safety
   f. Ease of care
   g. Construction
   h. Beauty
   i. Character of room and its furnishings
   j. Cost
7. Evaluated to the satisfaction of the instructor
8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor

DRAPERIES AND CURTAINS
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss factors to consider in the selection of curtains and draperies. The student should be able to identify measurement points on a window and types of window hardware. He/she should be able to discuss guidelines for hanging curtains and draperies. He/she should be able to calculate amount of yardage and cost for draperies and sheers. The student should be able to make an unlined drapery. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with draperies and curtains to the correct definitions.
2. Discuss in a short paragraph factors to consider in the selection of curtains and draperies.
3. Identify measurement points on a window.
4. State the basic rule for hanging curtains and draperies.
5. Discuss in a short paragraph guidelines for hanging curtains and draperies.
6. Identify types of window hardware.
7. List factors to consider in the selection of fabric for curtains and draperies.
8. Tell how to calculate amount of yardage needed for draperies and sheers.
9. Tell how to calculate cost of draperies and sheers.
10. Calculate amount of yardage needed for draperies and sheers.
11. Calculate cost of draperies and sheers.
12. Demonstrate the ability to make an unlined drapery.

DRAPERIES AND CURTAINS
UNIT V

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide student with objective sheet.

  B. Provide student with information, assignment, and job sheets.

  C. Make transparencies.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Demonstrate and discuss procedures outlined in the job sheet.

  G. Assist student while completing job sheet.

  (NOTE: Job sheet may be completed by making an unlined drapery or a sample drapery or as a home experience.)

  H. Ask a resource person, such as a salesperson or interior decorator, to demonstrate the importance of taking proper measurements for window treatment and to show how to evaluate ready-made draperies.

  I. Show fabrics suitable for curtains and draperies.

  J. Show students how to use easy-pleat tape.

  K. Give test.

  L. Reteach if necessary.

II. Student:

  A. Read objective sheet.

  B. Study information sheet.

  C. Complete assignment sheets.

  D. Demonstrate the ability to accomplish the procedures outlined in the job sheet.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheet
- C. Transparency masters
  - 1. TM 1--Measurement Points on Window
  - 2. TM 2--Window Hardware
- D. Assignment sheets
  - 1. Assignment Sheet #1--Calculate Yardage Needed For Draperies and Sheers
  - 2. Assignment Sheet #2--Calculate Cost of Draperies and Sheers
- E. Answers to assignment sheets
- F. Job Sheet #1--Make an Unlined Drapery
- G. Test
- H. Answers to test

II. References:

A. Allen, Phyllis Sloan. *The Young Decorator.* Provo, Utah: Brigham Young University Press, 1975.

B. Faulkner, Ray, and Faulkner, Sarah. *Inside Today's Home.* 4th ed. Dallas: Holt, Rinehart, and Winston, 1975.

C. *Windows Beautiful.* Vol. V. Sturgis, Michigan: Kirsch Company, 1974.

DRAPERIES AND CURTAINS
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Hand--Way that fabric feels and drapes; behavior of the cloth in use

B. Stackback--Amount of space occupied by open-draw draperies

(NOTE: Draw draperies should stackback over window frame and wall, uncovering the glass.)

C. Buckram--Stiffly finished fabric of cotton or linen used for stiffening in draperies

II. Factors to consider in the selection of curtains and draperies

A. Form

1. Ready-made

(NOTE: Standard lengths of 36, 45, 54, 63, 72, 81, 84, and 90 inches are available.)

2. Custom-made

3. Consumer-made

4. Style of curtain or drapery

Example: Draw drapery, cafe curtain

B. Durability

1. Fiber content

2. Fabric construction

3. Fabric finish

4. Presence or absence of a lining

a. Protection from sunlight, soil, and dust

b. Improved appearance from outside

INFORMATION SHEET

- C. Safety
    - 1. Flammability
    - 2. Location
- D. Ease of care
    - 1. Size
    - 2. Style
    - 3. Color
    - 4. Fiber content
    - 5. Construction method
    - 6. Trims
- E. Fabric
    - 1. Fiber content
    - 2. Hand
    - 3. Color fastness
- F. Construction

III. Measurement points on a window (Transparency 1)

- A. Wall-to-wall
- B. Wall mounting
- C. Frame mounting
- D. Inside casing mounting
- E. Floor to ceiling
- F. To floor
- G. To apron
- H. To sill

INFORMATION SHEET

IV. Basic rule for hanging curtains and draperies--Bottom of curtains should come to the sill, to the bottom of the apron, or to the floor, nowhere in between

V. Guidelines for hanging curtains and draperies

A. Measure at several points

(NOTE: Measure both sides and at least one point in-between. Trims and ceilings can be uneven.)

B. Doublecheck all measurements

(NOTE: Use steel tape or yardstick. Cloth measuring tape may stretch. Allow for stackback.)

C. Mount rod high enough

(NOTE: Headings should not be visible from outside home. Conventional rods should be at least 2" above frame. Decorative rods should be at least 3 3/4" above frame. If window has no frame, place rod at least 4" above top of the glass.)

D. Purchase a rod that is long enough

(NOTE: Allow for stackback.)

E. Measure for draperies with rod in place, if possible

(NOTE: Check the depth of return, end-ring to end-ring measurements, and bracket-to-bracket measurements.)

F. Allow for clearances

Examples:
Decorative ring slides--4"
Traverse-rod--1"
Carpet clearance
Under curtains--1/2" shorter than over curtains
Corner installation--Projection of rods on both walls
Wall-to-wall--Returns at both ends

G. Use the proper fasteners for the type of wall and drapery weight

VI. Types of window hardware (Transparency 2)

A. Sash rod

B. Extension rod

1. Single

2. Double

INFORMATION SHEET

- C. Traverse rod
- D. Swinging rod
- E. Extender rod
- F. Decorative rod
- G. Metal holdbacks

VII. Factors to consider in the selection of fabric for curtains and draperies

- A. Appearance
- B. Durability
- C. Ease of care
- D. Resistance to shrinking, fading, and stretching
- E. Hand
- F. Privacy afforded
- G. Cost
- H. Width

  (NOTE: Consider width of fabric and window.)

- I. Fabric design

  (NOTE: Allow for matching of the design.)

VIII. Procedure for calculating yardage needed for draperies and sheers (Assignment Sheet #1)

- A. Determine length of curtain or drapery

  (NOTE: Measure from the top of the rod to the desired length for finished length using a steel tape or yardstick. A cloth tape will shift, stretch, or slump. Add 12 inches to finished length to allow for 5 inches at the top and a double 3 1/2" hem at the bottom for the cutting length.)

  Example: 4' (finished length) + 1' = 5' or 60"

INFORMATION SHEET

B. Determine the width and number of fabric lengths necessary

(NOTE: Measure the length of the face of the rod. Add twice the length of the return and 3" for overlaps. Allow 1 1/2" to 2" for side hems. Add the amount of drapery in the previous steps. Multiply this amount by two to give the amount of material needed for double fullness. Determine the number of lengths by dividing amount needed for fullness by fabric width. Disregard the 4" since this small amount can be allowed in pleating. If more than 9" - 12" are left over, another one-half length of fabric may be added.)

Example:			
	Rod measures	=	5'0"
	Return measures 2", multiplied by 2	=	4"
	Overlap measures 3", multiplied by 2	=	6"
	Side hems measure 2", multiplied by 2	=	4"
	Total		6'2"

6'2" x 2 = 12'4" (amount needed for fullness)

Fabric width is 48". 12'4" ÷ 4' = 3' plus 4"
3 lengths are needed

C. Determine amount of yardage and multiply the cutting length by number of lengths

Example: 5' x 3' = 15'
Divide by 3 to determine amount of yardage
15 ÷ 3 = 5 yards

D. Follow the same procedure in estimating for sheers except multiply by three instead of two to give triple fullness

IX. Procedure for calculating cost of draperies and sheers (Assignment Sheet #2)

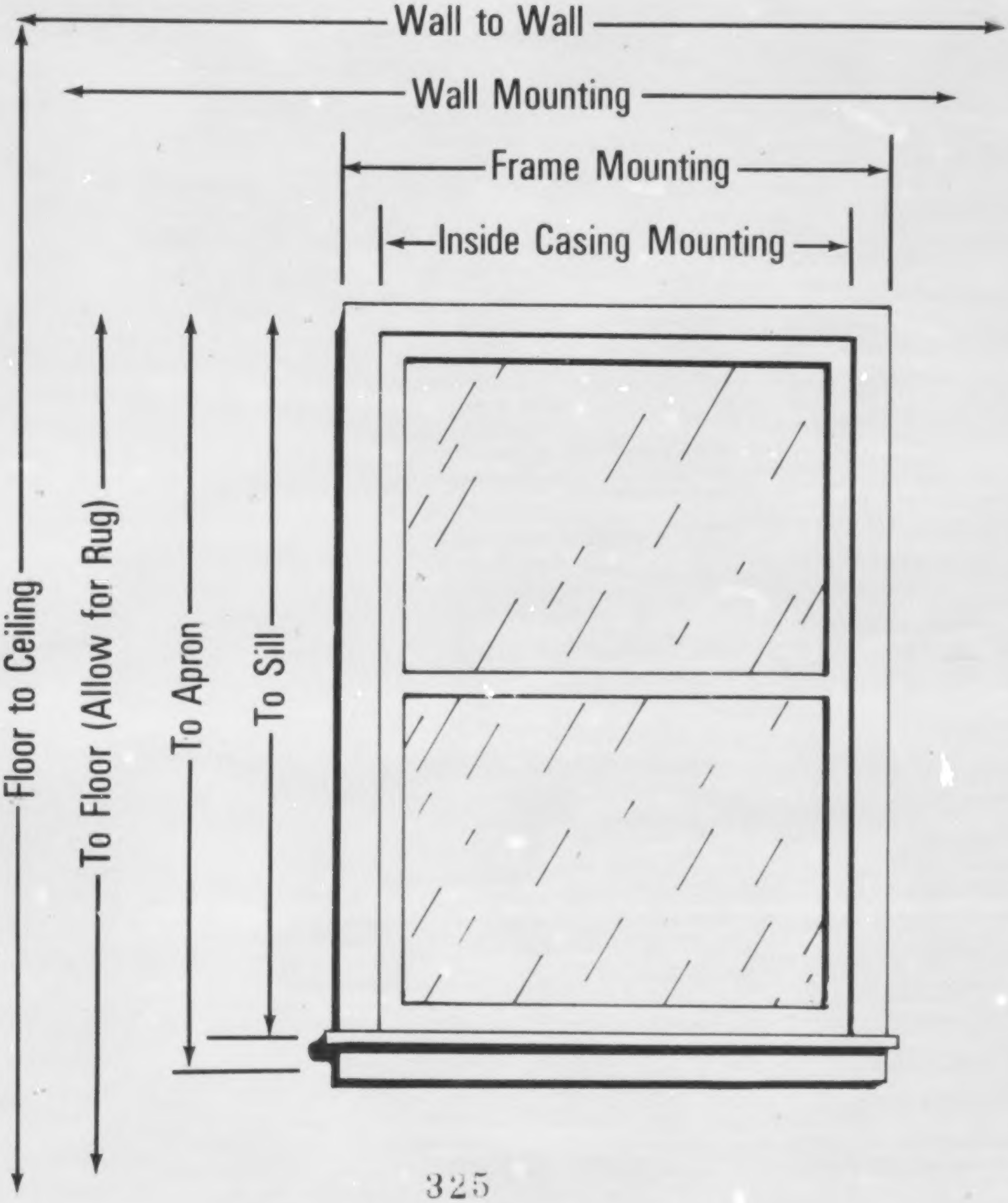
A. Measure window(s) accurately

B. Calculate yardage required

C. Multiply cost of fabric per yard by number of yards

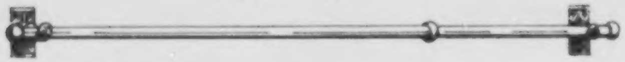
Example:		
	$ 4.00	per yard
	x 5	yards
	$20.00	cost of fabric for drapery

Measurement Points on a Window

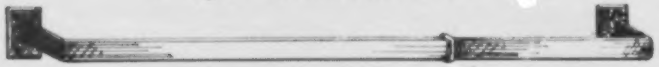

Wall to Wall
Wall Mounting
Frame Mounting
Inside Casing Mounting
Floor to Ceiling
To Floor (Allow for Rug)
To Apron
To Sill

Window Hardware

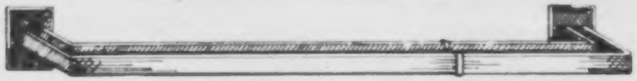
Sash Rod



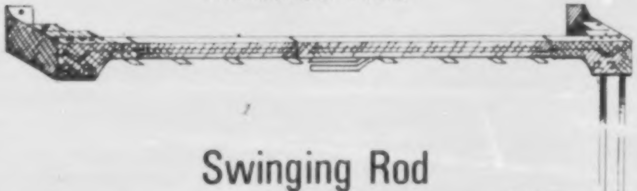
Single Extension Rod



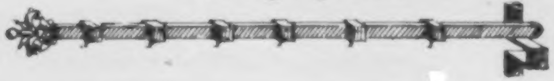
Double Extension Rod



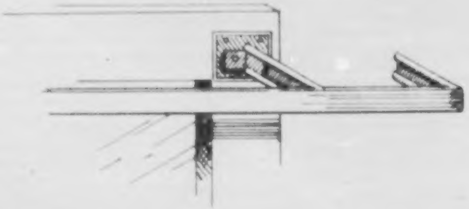
Traverse Rod



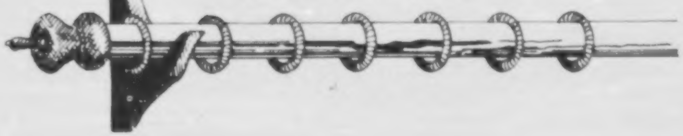
Swinging Rod



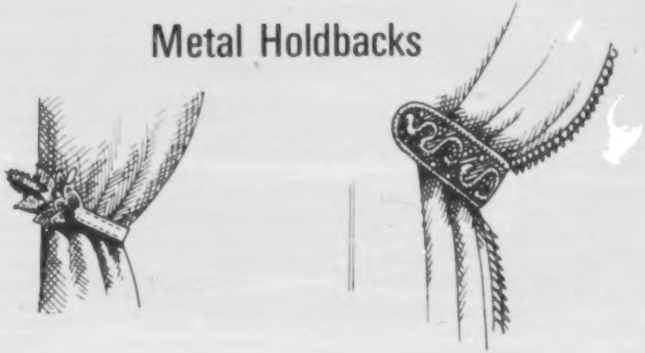
Extender Rod



Decorative Rod



Metal Holdbacks

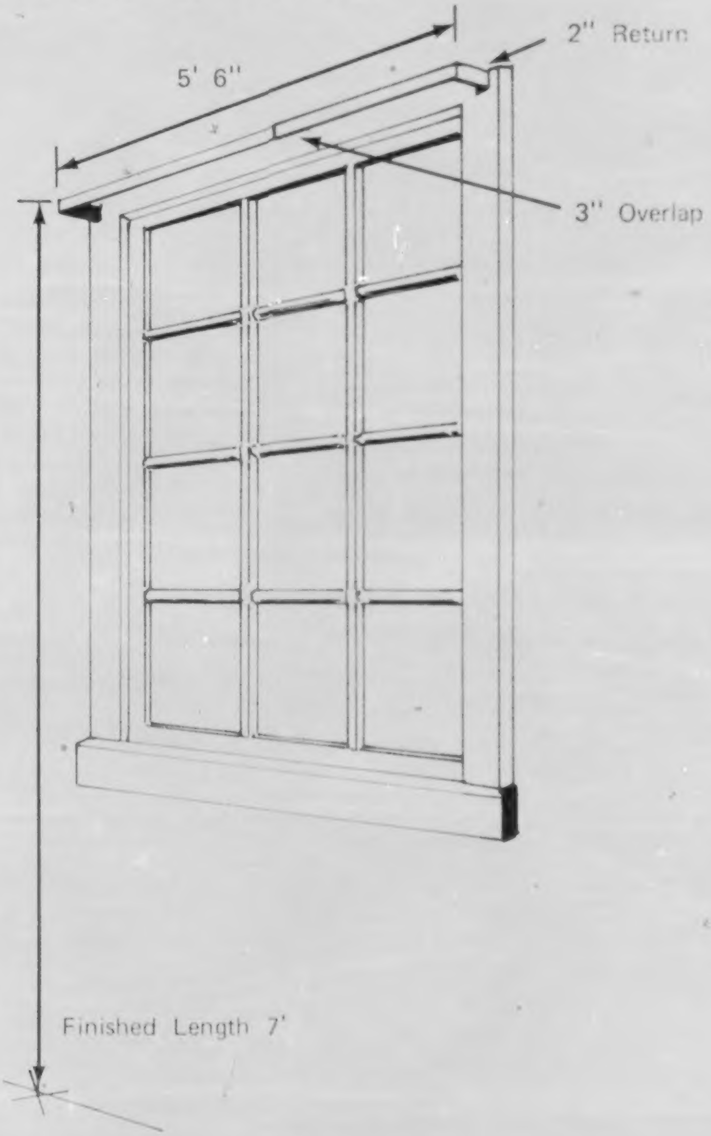


DRAPERIES AND CURTAINS
UNIT V

ASSIGNMENT SHEET #1--CALCULATE YARDAGE FOR DRAPERIES AND SHEERS

Using the information in the sketch below, calculate the yardage you would purchase in order to make a drapery and sheers to cover this window.

Drapery fabric is 36" wide. Sheer fabric is 48" wide.


5' 6"
2" Return
3" Overlap
Finished Length 7'

DRAPERIES AND CURTAINS
UNIT V

ASSIGNMENT SHEET #2--CALCULATE COST OF DRAPERIES AND SHEERS

Calculate the total cost using the following information.

(NOTE: Check with a local store for information about cost of drapery rods and labor costs for making unlined draperies and sheers.)

Total yardage

Drapery fabric--36 yards
Sheer fabric--44 yards

Price of fabric

Drapery fabric--$3.75 per yard
Sheer fabric--$2.00 per yard

DRAPERIES AND CURTAINS
UNIT V

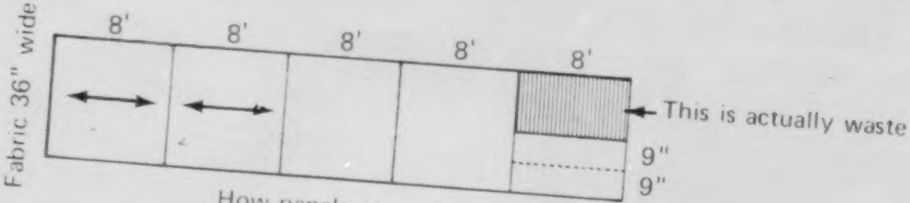
ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

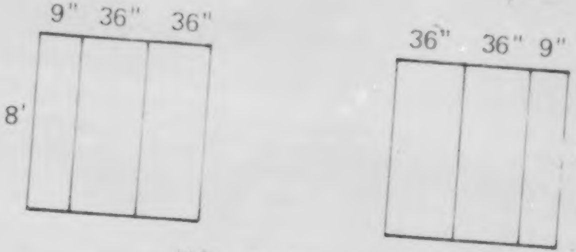
13 1/2 yards drapery fabric

13 1/3 yards sheer fabric

(NOTE: When the directions in the information sheet are used, the answer would appear to be 12 yards of drapery fabric. However, we have failed to consider that the consumer is unable to purchase fabric for half a length which is, of course, impossible. The consumer must purchase another entire length and "waste" a half length.)



How panels are cut



How panels are sewn

Assignment Sheet #2

$135.00 = cost of drapery fabric

$88.00 = cost of sheer fabric

(NOTE: Total cost should be evaluated by teacher depending on cost of rods and labor costs in local area.)

DRAPERIES AND CURTAINS
UNIT V

JOB SHEET #1--MAKE AN UNLINED DRAPERY

I. Materials

- A. Fabric
- B. Thread
- C. Buckram, 4"
- D. Pins
- E. Drapery hooks

II. Procedure

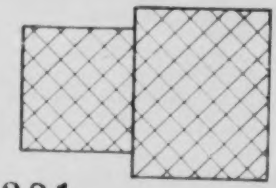
- A. Mount traverse rods (Figure 1)

FIGURE 1

- B. Measure window(s)
- C. Calculate yardage needed
- D. Purchase fabric
- E. Cut off all selvage edges of drapery fabric to prevent puckering in washing or drycleaning
- F. Lay fabric on flat surface to cut the panels

  (NOTE: If it is necessary to join two pieces of fabric together for width, be careful to match pattern. Use interlocking fell seam. See Figure 2.)

FIGURE 2

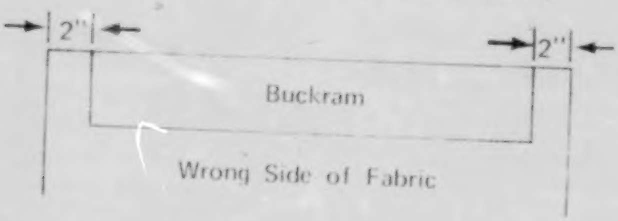


JOB SHEET #1

G. Cut buckram the width of the panel less side hems (Figure 3)

(NOTE: The buckram should not extend into side hems.)

FIGURE 3



H. Place buckram on wrong side of fabric 1" from top

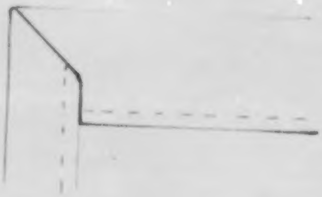
I. Turn fabric over buckram

J. Stitch at top and bottom edges

K. Fold all 4" of buckram and fabric down onto wrong side of panel

L. Make double 1" side hems and pin into place (Figure 4)

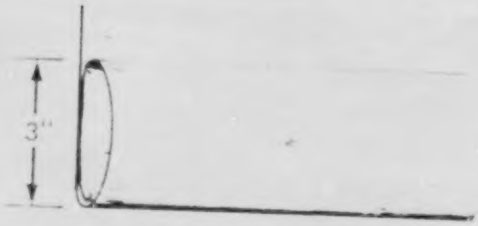
FIGURE 4



M. Make double bottom hem (Figure 5)

1. Turn fabric up 3"
2. Press
3. Turn up 3" again
4. Press
5. Baste

FIGURE 5



JOB SHEET #1

N. Hang (before hemming)

(NOTE: Weight of fabric may make it necessary to sew weights into the hem in order for fabric to hang straight.)

O. Sew with machine or by hand

P. Make double side hems as above but turn under only 1" at a time

(NOTE: Cut out excess material where sides fold over top and bottom hems.)

Q. Stitch with machine or by hand

R. Make pleated headings by measuring the width of the hemmed panel and subtracting the number of inches needed for unpleated overlaps and returns

S. Divide this by 8 (4" for pleats, 4" for spaces between pleats)

(NOTE: This number is the number of spaces in your panel; ignore fractions. Add 1 to arrive at the number of pleats.)

T. Multiply the number of spaces by 4"

(NOTE: Subtract this number from the panel width less overlaps and returns. This is the amount of fabric available for pleats.)

U. Divide it by the number of pleats to find the number of inches in each pleat

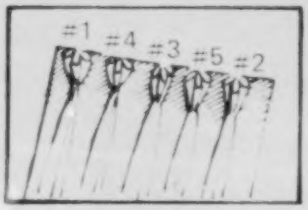
V. Locate center edge of panel and pin in pleat #1

W. Allow for return (3") and pin in pleat #2

X. Bring pleats 1 and 2 together and pin in pleat #3

Y. Bring pleats 1 and 3 together to locate pleat #4; continue for panel width (Figure 6)

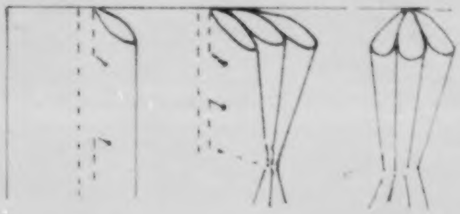
FIGURE 6



JOB SHEET #1

Z. Stitch pleats top to bottom (Figure 7)

FIGURE 7



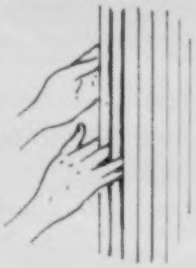
AA. Make three folds at bottom and sew across

BB. Finger crease these to top and tack at back edge

CC. Hang and open draperies

DD. Start at the top of each pleat and hand work them into graceful folds (Figure 8)

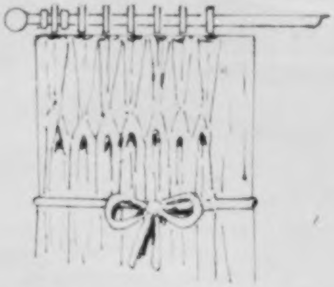
FIGURE 8



EE. Use cotton tape and loosely tie every foot or two (Figure 9)

(NOTE: Keep tied for several days before using.)

FIGURE 9



FF. Untie

(NOTE: If there are wrinkles, leave closed for several days.)

DRAPERIES AND CURTAINS
UNIT V

TEST

1. Match the terms on the right to the definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Amount of space occupied by open-draw draperies

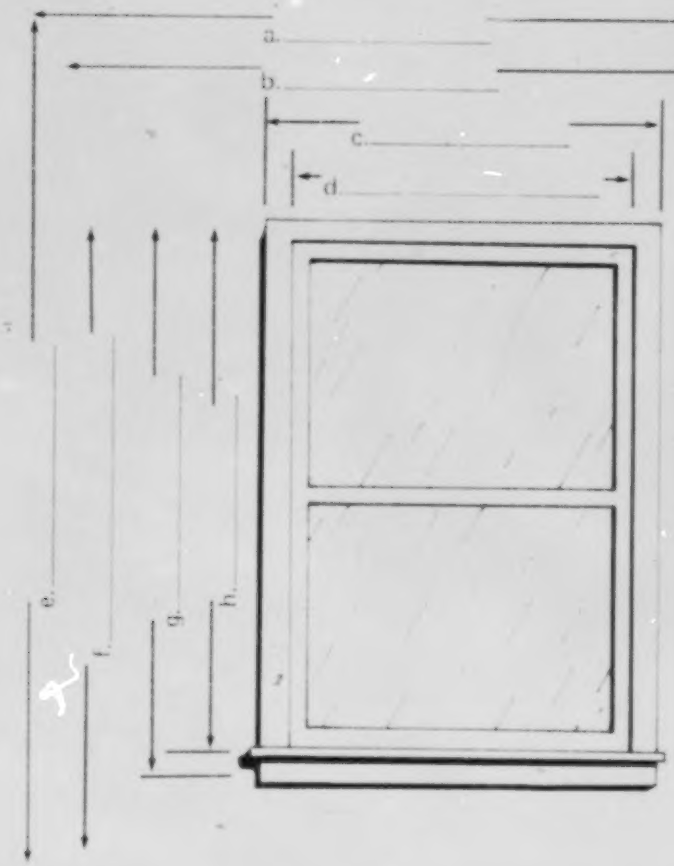
_____b. Stiffly finished fabric of cotton or linen used for stiffening in draperies

_____c. Way that fabric feels and drapes; behavior of the cloth in use

1. Hand
2. Stackback
3. Buckram

2. Discuss in a short paragraph the factors to consider in the selection of curtains and draperies.

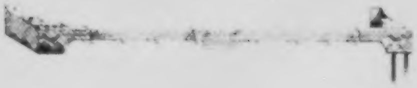
3. Identify the measurement points on a window by using the sketch below.



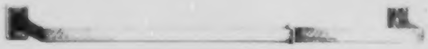
4. State the basic rule for hanging curtains and draperies.

5. Discuss in a short paragraph guidelines for hanging curtains and draperies.

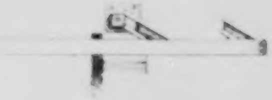
6. Identify the types of window hardware shown in the sketches below.



a. ______________________________

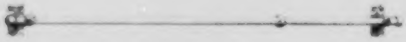


e. ______________________________

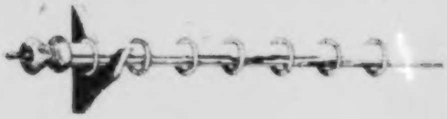


b. ______________________________

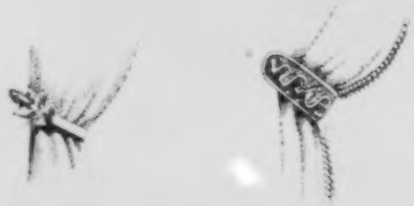
f. ______________________________



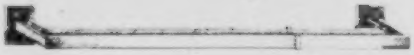
c. ______________________________



g. ______________________________



d. ______________________________



h. ______________________________

7. List factors to consider in the selection of fabric for curtains and draperies.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ____

h. ____

i. ____

8. Tell how to calculate amount of yardage needed for draperies and sheers.

9. Tell how to calculate the cost of draperies and sheers.

10. Calculate amount of yardage needed for draperies and sheers.

11. Calculate cost of draperies and sheers.

12. Demonstrate the ability to make an unlined drapery.

    (NOTE: If activities 10-12 have not been accomplished prior to the test, ask your instructor when they should be completed.)

DRAPERIES AND CURTAINS
UNIT V

ANSWERS TO TEST

1. a. 2

   b. 3

   c. 1

2. Discussion should include:

   a. Form

      1) Ready-made

      2) Custom-made

      3) Consumer-made

      4) Style of curtain or drapery

   b. Durability

      1) Fiber content

      2) Fabric construction

      3) Fabric finish

      4) Presence or absence of a lining

         a) Protection from sunlight, soil, and dust

         b) Improved appearance from outside

   c. Safety

      1) Flammability

      2) Location

   d. Ease of care

      1) Size

      2) Style

      3) Color

    4) Fiber content
    5) Construction method
    6) Trims

  e. Fabric

    1) Fiber content
    2) Hand
    3) Color fastness

  f. Construction

3. a. Wall-to-wall

  b. Wall mounting

  c. Frame mounting

  d. Inside casing mounting

  e. Floor to ceiling

  f. To floor

  g. To apron

  h. To sill

4. Bottom of curtains should come to the sill, to the bottom of the apron, or to the floor, nowhere in between

5. Discussion should include:

  a. Measure at several points

  b. Doublecheck all measurements

  c. Mount rod high enough

  d. Purchase a rod that is long enough

  e. Measure for draperies with rod in place, if possible

  f. Allow for clearances

  g. Use the proper fasteners for the type of wall and drapery weight

6. a. Traverse rod

  b. Extender rod

  - c. Sash rod
  - d. Metal holdbacks
  - e. Single extension rod
  - f. Swinging rod
  - g. Decorative rod
  - h. Double extension rod

7. a. Appearance
  - b. Durability
  - c. Ease of care
  - d. Resistance to shrinking, fading, and stretching
  - e. Hand
  - f. Privacy afforded
  - g. Cost
  - h. Width
  - i. Fabric design

8. a. Determine length of curtain or drapery
  - b. Determine the width and number of fabric lengths necessary
  - c. Determine amount of yardage and multiply the cutting length by number of lengths
  - d. Follow the same procedure in estimating for sheers except multiply by three instead of two to give triple fullness

9. a. Measure window(s) accurately
  - b. Calculate yardage required
  - c. Multiply cost of fabric per yard by number of yards

10. Evaluated to the satisfaction of instructor

11. Evaluated to the satisfaction of instructor

12. Performance skill evaluated to the satisfaction of instructor

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to tell how to mix furniture styles. The student should be able to make a plan to select furniture. He/she should be able to compare quality features of case goods and upholstered furniture. The student should be able to select upholstery fabrics. This knowledge will be evidenced by scoring eighty five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with style, construction, and selection of furniture to their correct definitions.
2. Discuss goals of good furniture design.
3. Name the basic categories of furniture styles.
4. Match styles of furniture to their descriptions.
5. Tell how to mix furniture styles.
6. Select from a list factors to consider in furniture selection.
7. Identify types of furniture joints.
8. Name ways to recycle furniture.
9. Make a plan to select furniture.
10. Compare quality features of case goods.
11. Compare quality features of upholstered furniture.
12. Select upholstery fabrics.

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Make transparency.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Arrange for a field trip to a furniture store. Ask consultant at the store to point out furniture styles and quality features of furniture. Allow students to complete assignment sheets.

  G. Obtain samples of upholstery fabric and make a display.

  H. Order material from county agent.

  I. Provide students with templates.

  J. Give test.

  K. Reteach if necessary.

II. Student:

  A. Read objective sheet.

  B. Study information sheet.

  C. Complete assignment sheets.

  D. Participate in field trip.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

C. Transparency master: TM 1--Basic Chair Construction

D. Assignment sheets

1. Assignment Sheet #1--Make a Plan To Select Furniture
2. Assignment Sheet #2--Compare Quality Features of Case Goods
3. Assignment Sheet #3--Compare Quality Features of Upholstered Furniture
4. Assignment Sheet #4--Select Upholstery Fabric

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References:

A. Craig, Hazel Thompson. *Homes with Character.* 3rd ed. Lexington, Massachusetts: D.C. Heath and Company, 1970.

B. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment.* Dallas: Webster Division/McGraw-Hill Book Company, 1970.

C. Nickel, Bertha C. "Selecting Your Favorite Furniture Style." #T 7203. Stillwater: Oklahoma State University Extension Service.

D. Nickel, Bertha C. "Selecting Furniture for Your Home." #T 7202. Stillwater: Oklahoma State University Extension Service.

(NOTE: The two above references are available from your county extension agent.)

III. Additional reference York, Charles W. *Furniture for the Home.* Austin, Texas: Instructional Materials Center, Division of Extension, The University of Texas at Austin, 1974.

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Informal styles Furniture that is typically heavier, sturdier, and has cruder lines than formal furniture styles; finishes are duller and sometimes antiqued or distressed

(NOTE: Oak, pine, and maple are among woods often used for informal styles.)

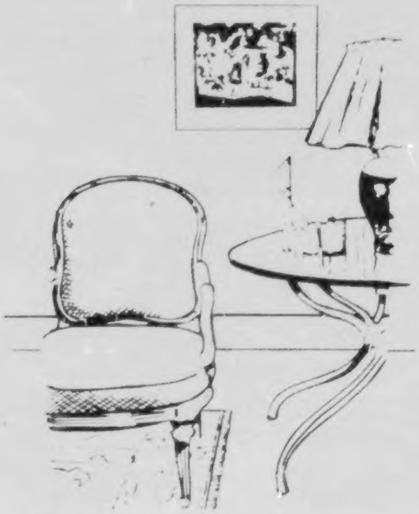
B. Formal styles Furniture that is light-looking, has refined lines, and has smooth and polished finishes

(NOTE: Upholstery fabrics are delicate looking velvets, silks, and damasks. Mahogany, walnut, and highly polished metals are used in formal styles.)

C. Eclectic Art of selecting and applying an uninhibited mixture of furniture styles of previous periods with designs of today

(NOTE: Eclectic decorating allows you to express your individuality through a variety of furniture styles. In an eclectic room you may see a glass table, a French Provencial chair, and a painted chest.)

Example:

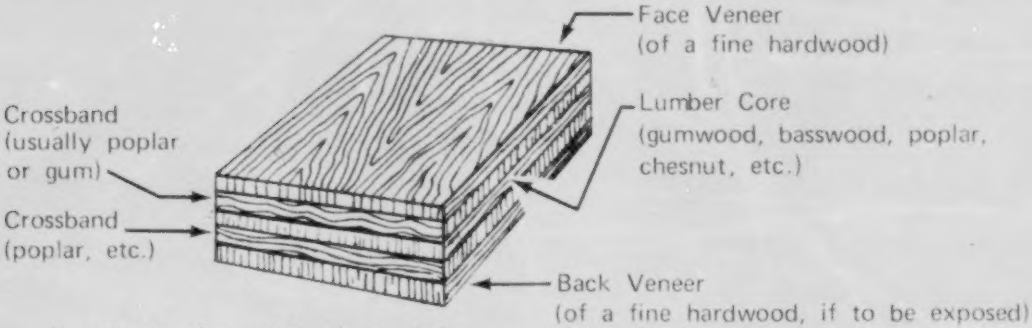


INFORMATION SHEET

D. Case goods—Furniture pieces made of wood, metal, and plastic (Assignment Sheet #2)

E. Upholstered furniture—Furniture pieces that are completely covered or mostly covered with fabric with some exposed wood (Assignment Sheets #3 and #4)

F. Veneer—Thin layers of wood glued together under pressure with special adhesives over a core material


Face Veneer
(of a fine hardwood)
Crossband
(usually poplar
or gum)
Lumber Core
(gumwood, basswood, poplar,
chesnut, etc.)
Crossband
(poplar, etc.)
Back Veneer
(of a fine hardwood, if to be exposed)

II. Goals of good furniture design

A. Form follows function

(NOTE: Form or shape of an item should follow or grow out of its functions. Most items have several functions. For example, chairs are not just for sitting; they should also be pleasing in appearance and should provide durable, economical service.)

B. Good design should provide variety within a unified whole

Example: Drawer pulls on chests and dressers should be related to the design of the piece and should not look as if they were stuck on as an afterthought

III. Categories of furniture styles

(NOTE: There are formal and informal styles in the categories.)

A. Traditional or classic

Examples: Louis XV and Louis XVI, Queen Anne, Victorian, Chippendale, Sheraton, Hepplewhite, Adam, Duncan Phyfe, Spanish

B. Provincial or rustic

Examples: French Provincial, Early American, Mediterranean

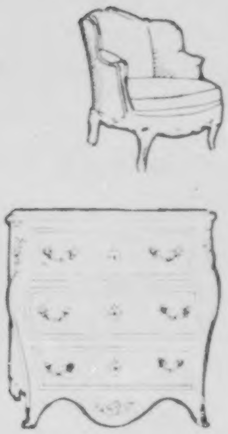
C. Modern or contemporary

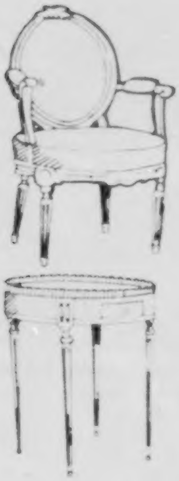
INFORMATION SHEET

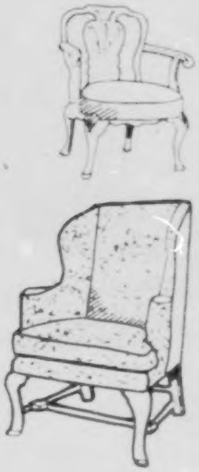
IV. Furniture styles and descriptions

A. Traditional or classic: Characterized by many ornate carvings and graceful lines

(NOTE: Many of the traditional styles of furniture were named to honor the reigning monarch during the period the styles were created. There is traditional furniture known as Louis XIV, Louis XV, Louis XVI, Queen Anne, Jacobean, Victorian, and Spanish. Later furniture styles were named after the cabinetmakers who designed them. Such names as Chippendale, Sheraton, Hepplewhite, Adam, and Duncan Phyfe became popular furniture styles.)

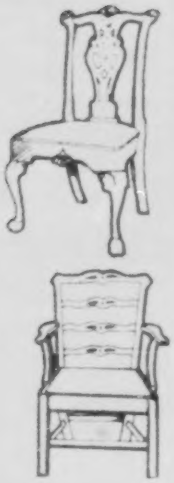

Louis XV


Louis XVI

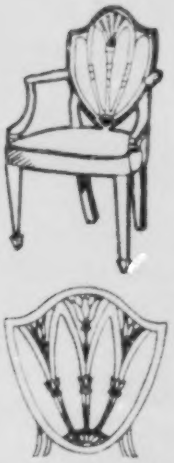

Queen Anne

INFORMATION SHEET

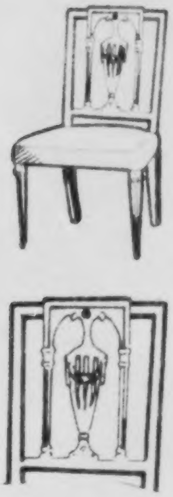
Chippendale



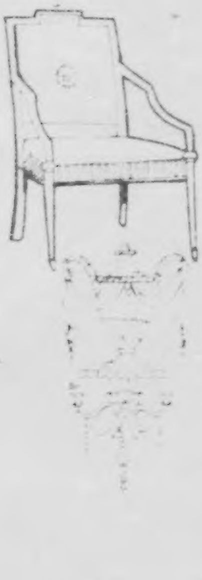
Hepplewhite



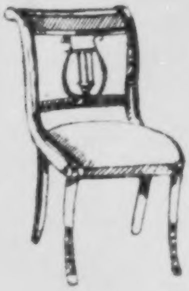
Sheraton



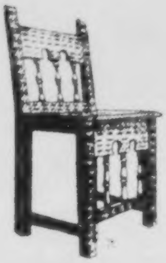
Adam



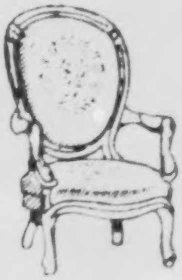
Duncan Phyfe



Spanish



Victorian

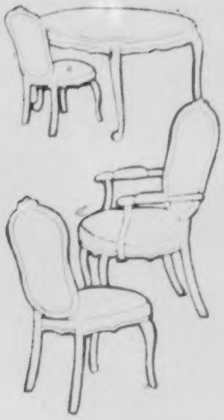


INFORMATION SHEET

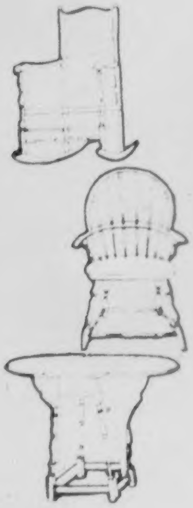
B. Provincial or rustic Simplified type of traditional styling; carvings and ornamentation not as complex

(NOTE: Mediterranean is an unpure style developed by combining styles of countries surrounding the Mediterranean Sea.)

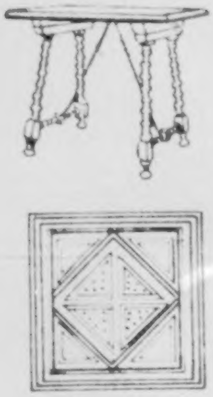
French Provincial



Early American



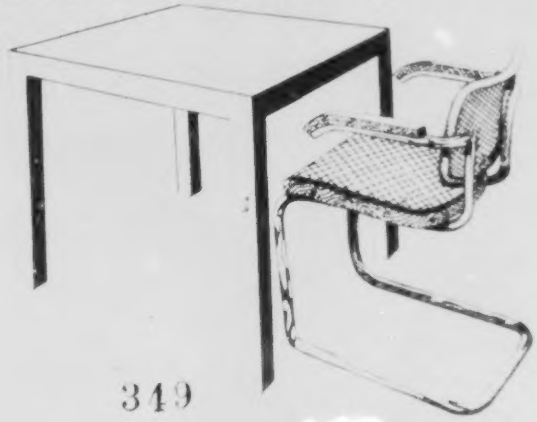
Mediterranean



C. Contemporary or modern Decorative frills eliminated with main emphasis on use and function

(NOTE: Lower price through mass production is an important factor in determining why modern or contemporary styling is preferred by the average consumer. Another important factor is the present informal type of living.)

Contemporary or Modern



INFORMATION SHEET

V. How to mix furniture styles

(NOTE: The mixing of furniture styles is one interesting way to add variety to a room.)

A. One furniture style should be dominant

B. Informal styles look better with other informal styles and formal styles look better with other formal styles

C. Furniture should be similar in line and shape

Example: Light, delicate furniture generally does not mix well with heavy, massive pieces

VI. Factors to consider in furniture selection (Assignment Sheet #1)

A. Needs of family

Example: What furnishings could make living easier?

B. Style

(NOTE: Furniture style should fit you and your family's way of life. A family with small children may want washable furniture and spot resistant fabrics while the formal living of another family requires velvet upholstery and silk draperies.)

C. Quality (Assignment Sheets #2 and #3)

(NOTE: Furniture of good construction will give you the best service. By shopping you should be able to find good quality in medium-priced furniture. Used furnishings at a low cost are often good buys. Consider not only the physical wearing life, but also the psychological life of the piece.)

D. Cost

(NOTE: Buy the best quality you can afford.)

E. Versatility

(NOTE: This is a furniture characteristic that means it can be adapted to more than one use or location.)

INFORMATION SHEET

F. Convenience

Example: Large pieces, especially if they are heavy, should be on casters or gliders

G. Comfort

(NOTE: This factor relates to pieces on which we sit or sleep as well as to height of tables and chairs. There should be a "comfortable" place for each family member.)

H. Space required

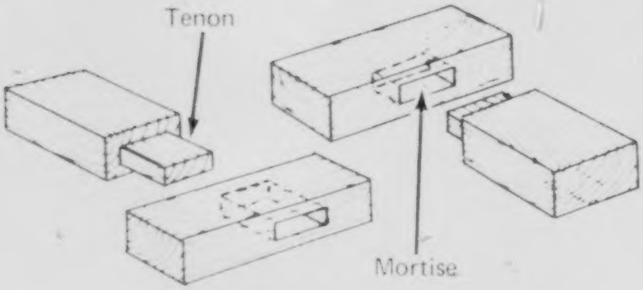
(NOTE: Measure the length, width, and height available for each item BEFORE you go shopping.)

I. Cost of maintenance

VII. Furniture joints (Transparency 1)

A. Mortise and tenon joint

(NOTE: This joint is used to join a vertical and horizontal piece.)



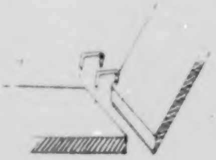
B. Dowel joint

(NOTE: This joint is sometimes used in place of mortise and tenon. It is formed when the dowel on one piece is glued into premade holes of a second piece.)

INFORMATION SHEET

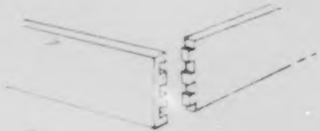
C. Miter joint

(NOTE: This joint is used at corners and on table tops which need extra reinforcement. The joint is formed by two pieces cut diagonally at 45 degree angles to form a right angle when fitted together.)



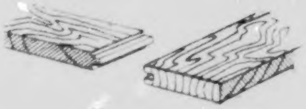
D. Dovetail joint

(NOTE: This joint remains rigid and is used as standard construction in drawers. It is formed of two pieces of wood that are notched, glued, and interlocked.)



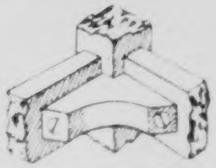
E. Tongue and groove joint

(NOTE: This joint is used in corner blocks for chairs and some tables. The joint is formed by a tongue of one piece being glued to the groove of a second piece.)



F. Corner block

(NOTE: The corner block is used to give extra bracing to the legs and corners of the frame.)



INFORMATION SHEET

VIII. Ways to recycle furniture

A. Use multipurpose furniture

Examples:

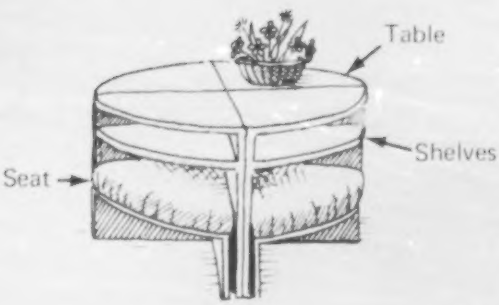
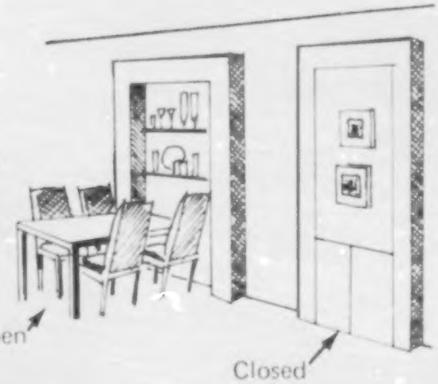
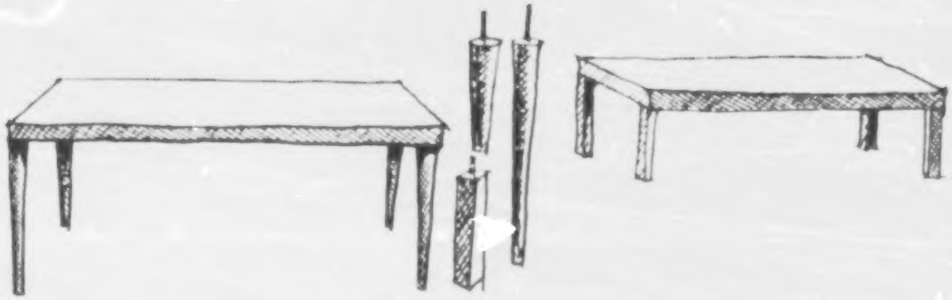


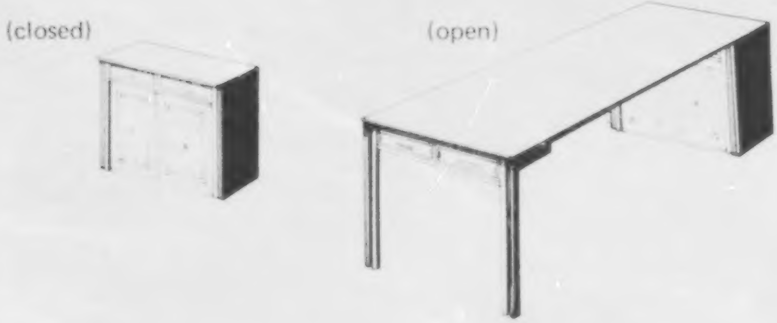
Table
Shelves
Seat


Open
Closed

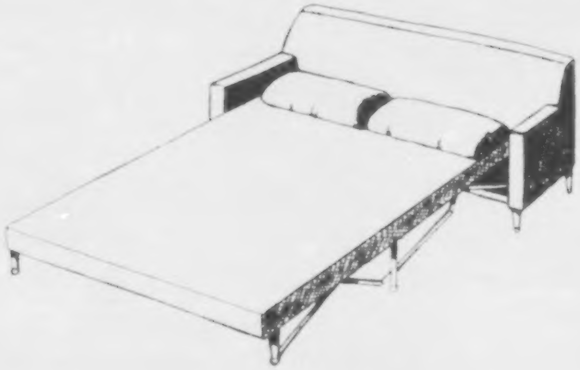


INFORMATION SHEET

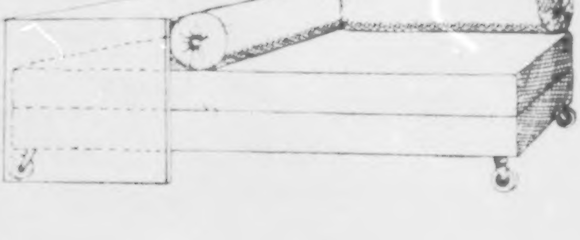
Expanding Dining Table



A hiding bed can be converted from sitting space to sleeping space.



A twin bed that rolls partially under a corner table can serve as a sofa for daytime use.



INFORMATION SHEET

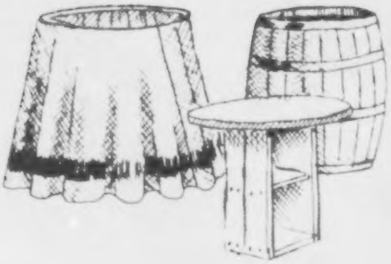
B. Read classified ads for used furniture, garage sales, floor model furniture sales, and furniture auctions

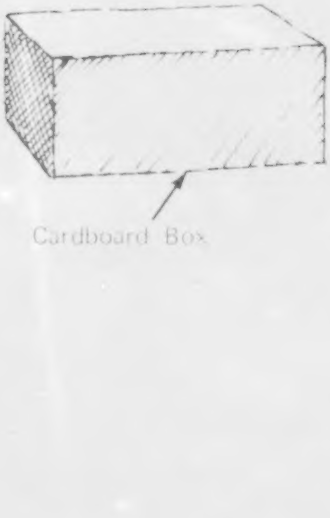
C. Check local area for railroad-damaged goods outlet

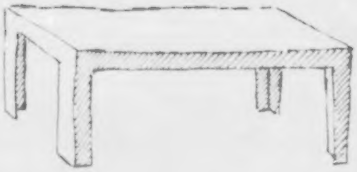
D. Construct do-it-yourself furniture

(NOTE: Scrap pieces of wood, supplemented by additional lumber, can produce furniture items at surprisingly low cost and with pleasing results.)

Examples:







INFORMATION SHEET

E. Purchase ready-to-finish furniture

F. Salvage discarded items

(NOTE: Check second-hand stores, goodwill stores, and the city dump.)

Examples: Old iron gates make handsome headboards

Metal register from an obsolete hot-air furnace can be the top for a coffee table

Ornately carved table legs may form the base for a new, handsome, glass-top table

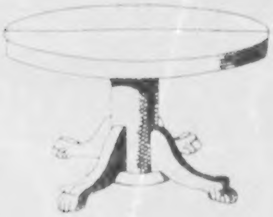
Odd piece of wood carving may appear as a decorative wall shelf or bracket

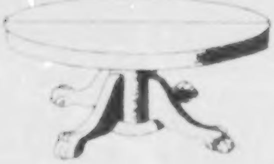
Old wood shutters can conceal unsightly radiators, serve as room dividers, make a backdrop for a seating arrangement, and substitute for drapery

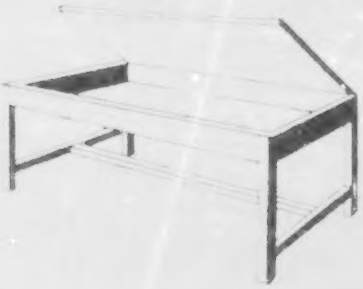
Single car seat mounted on a plywood base becomes a comfortable chair and a full seat makes a sturdy love seat

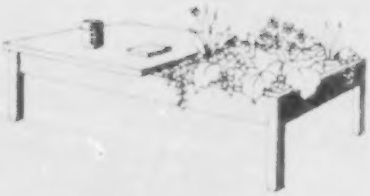
G. Restyle large pieces of furniture

Examples:

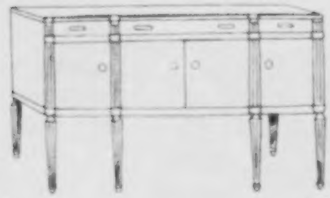


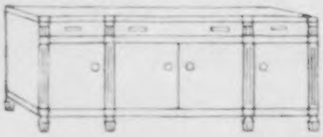


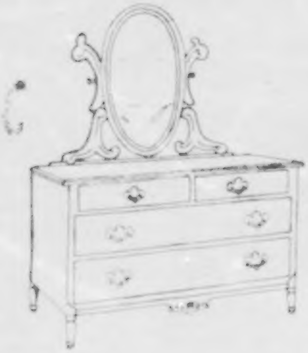


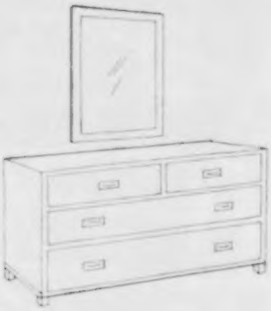


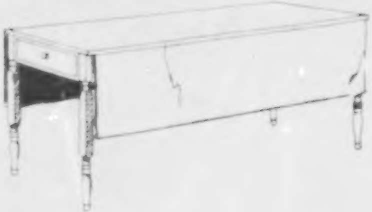
INFORMATION SHEET

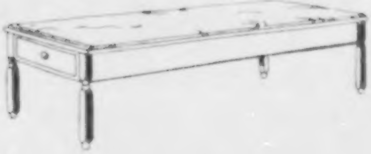


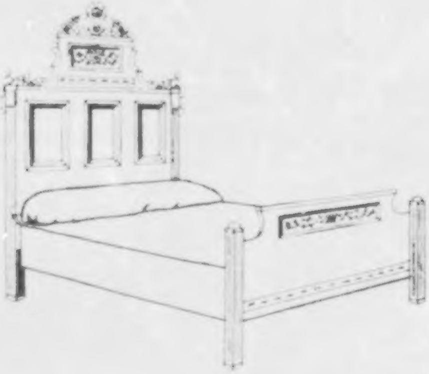


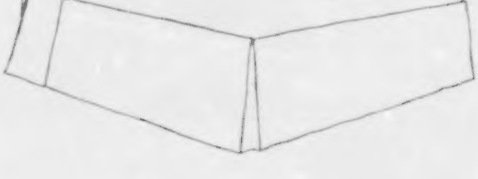




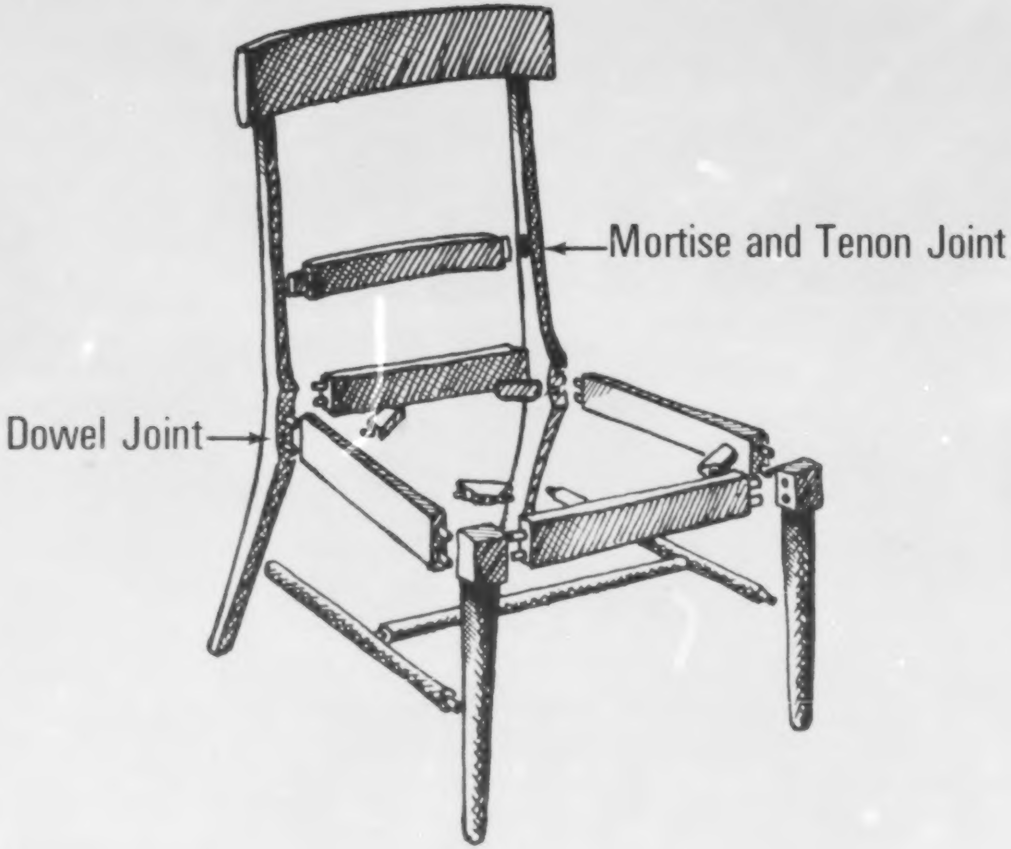








Basic Chair Construction


Mortise and Tenon Joint
Dowel Joint

TM 1

HF - 19-E

STYLE; CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

ASSIGNMENT SHEET #1-MAKE A PLAN TO SELECT FURNITURE

Fine furniture is a long term investment. It is suggested that a furniture buying plan be made in order to develop wise purchase habits and to minimize "impulse-buying." Following are steps for making a furniture buying plan:

- a. Draw a floor plan of each room
- b. Arrange the furniture you have on the floor plan
- c. Decide which furnishings to keep and use
- d. List the needed items for each room
- e. Decide which furnishings to buy and the order for buying them
- f. Ask family members if they have suggestions for improving your buying list

Use these guidelines and the form below to make a plan to purchase furniture.

1. On the graph paper provided, draw a floor plan of your bedroom or another room you'd like to furnish. Make your sketch so that 1/2" equals 1.' Include windows, doors, closets, partitions, electrical outlets or switches, and heating units.

2.

List the furnishings you'd need	Do you own it?	Can you make it?	Would you buy it?	What can you spend?

ASSIGNMENT SHEET #1

Now list accessories and other personal touches you would want	Do you own it?	Can you make it?	Would you buy it?	What can you spend?

3. Cut small pieces of colored paper to represent the furniture you plan to put in the room. Move them around within the sketch until you have an arrangement that suits you. Paste paper pieces in position.

4. Using magazine illustrations or fabric swatches, plan a color scheme and collect photographs of lighting arrangements, window coverings, furniture, or accessories that would look good in your room. Attach these to the sketch for future references.

   (NOTE: It may be helpful to review the housing sections in *Home Economics I: Basic Core Curriculum* and *Home Economics II: Basic Core Curriculum* to complete steps three and four.)

5. What would be a working budget for the furnishings? $________________

6. List some ideas for using your own creativity to save money and accomplish your plan.

ASSIGNMENT SHEET #1

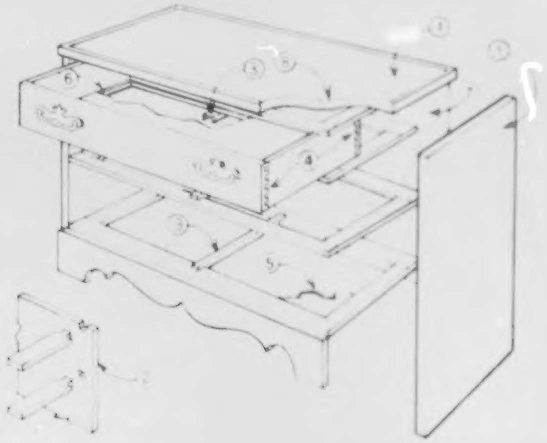
Scale: 1/2 Inch equals 1 foot

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

ASSIGNMENT SHEET #2-COMPARE QUALITY FEATURES OF CASE GOODS

Using the checklist below compare the features of three separate case good items. These items should be similar, e.g., chest of drawers or triple dresser. Also, select three items in three different price levels.

(NOTE: This assignment sheet may be completed on a field trip or as a home experience.)



Quality Features of Case Goods (NOTE: The following items correspond with the figure above.)	Item 1 Most Expensive	Item 2 Mid-Expensive	Item 3 Least Expensive
1. Selected wood that you like and that goes well with other hues in home (NOTE: Currently very little furniture is made of solid wood. Veneered panels have advantages over solid wood in that they are less likely to crack, swell, or warp and are less costly.)	$	$	$
2. Mortise and tenon joints or double-dowel joints			
3. Center drawer guides			

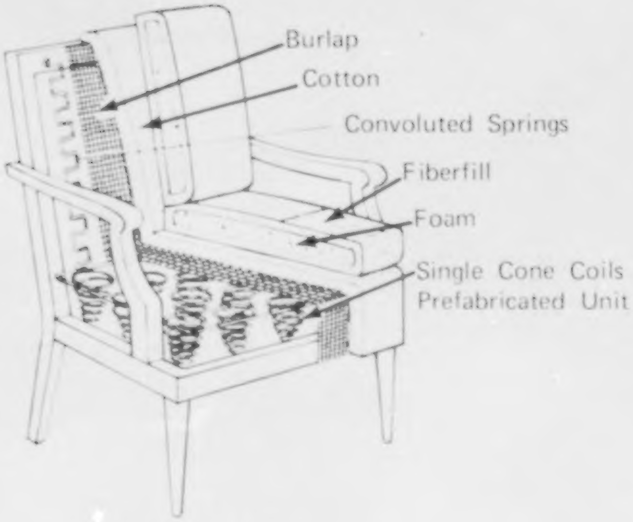
ASSIGNMENT SHEET #2

	Quality Features of Case Goods	Item 1 Most Expensive	Item 2 Mid Expensive	Item 3 Least Expensive
4.	Drawers with dovetailed joints and sanded and sealed interiors (NOTE: Inside should be smoothly sanded and sealed against snags to protect delicate fabrics.)			
5.	Durable dust panels between drawers			
6.	Durable drawer bottoms held securely in grooves			
7.	Strong back piece joined firmly to the side pieces			
8.	Securely mounted top			
9.	Smooth finish having no rough spots			
10.	Doors and drawers easy to open and to close (NOTE: The best drawers are hand-fitted and can be closed with a "test" finger at one corner.)			
11.	What quality features were described by salespersons?			
12.	What additional quality features did you observe?			

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

ASSIGNMENT SHEET #3 COMPARE QUALITY FEATURES OF UPHOLSTERED FURNITURE

When shopping for upholstered furniture, take color and fabric samples with you. Included in these swatches should be color samples from your home, including wood, paint, wallpaper, carpeting, upholstery, and drapery fabric. When you don't have actual samples to take shopping, find spools of thread or buttons in the correct colors to take with you. These samples can help you in finding upholstered furniture in the right hue. As you shop, look for colors you like and those that go well with your furniture selection plan.



Using the checklist below compare the features of three separate but similarly upholstered furniture items.

Quality Features of Upholstered Furniture	Item 1 Most Expensive $	Item 2 Mid-Expensive $	Item 3 Least Expensive $
EXTERIOR QUALITY			
1. Exposed wood is smooth and finished in a color that individual likes.			
2. Grain of fabric should appear to be straight.			

ASSIGNMENT SHEET #3

	Quality Features of Upholstered Furniture	Item 1 Most Expensive $	Item 2 Mid Expensive $	Item 3 Least Expensive $
3.	Pleats and hems should be even and hang straight			
4.	Plaid and striped fabric should be matched accurately			
5.	Cording or welting should be smooth, straight, and firmly stitched (NOTE: If there is no cording or welting, the seams should be double stitched for extra reinforcement.)			
6.	Cushions should fit snugly into seat corners and with adjoining cushions			
7.	Zippers should be hidden			
8.	Furniture backs should be as well finished as the front (NOTE: Reversible cushions help distribute wear on the furniture.)			
9.	Fabric and finish should be appropriate for style of furniture and need of individual			
	INTERIOR QUALITY			
10.	Well-built frame will be rigid and not wobble (NOTE: Interlocking glued joints, either mortise and tenon or doweled, should be used in the frame. These joints should be reinforced with glued corner blocks or metal plates.)			

ASSIGNMENT SHEET #3

Quality Features of Upholstered Furniture		Item 1 Most Expensive $	Item 2 Mid-Expensive $	Item 3 Least Expensive $
11.	Look through lightweight fabric under a sofa or chair for woven webbing 3 1/2 to 4 inches wide			
12.	Read labels to find out what filling materials have been used			
13.	Cushioning materials should be comfortable and shaped to fit the body (NOTE: Sit in sofas and chairs and feel whether or not they give support. Unzip cushions and examine the stuffing inside. Foam cushions should be covered to prevent foam slippage.)			
14.	Cushions should allow you to come to a gradual, NOT a sudden stop as you sit down			
15.	High quality cushions depress and return to original shape slowly (NOTE: There should not be FAST depressing or POPPING back into shape.)			
16.	What quality features were pointed out by salesperson?			
17.	What additional features did you observe?			
18.	What use and care instructions were provided?			

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

ASSIGNMENT SHEET #4-SELECT UPHOLSTERY FABRICS

Some upholstery fabrics and furniture materials are better choices than others for a particular need. Some common needs and two alternatives for each need are listed in the form below. In the spaces provided at the right, complete the form by writing the better alternative for each need and the reason for your recommendation. Use the chart on the next page to help you.

Need	Alternatives	Better Alternative and Reason for Recommendation
1. Upholstery fabric that will be stain-resistant	Cotton or olefin	
2. Upholstery fabric for dining chairs where stains are a problem	Rayon or acrylic	
3. Upholstery fabric that will stand up to abrasion in a lake cottage	Acetate or nylon	

CHARACTERISTICS OF TEXTILE FIBERS USED IN HOME FURNISHINGS

Fibers and Selected Trade Names	Resistance to Fading From Sunlight	Strength	Resistance to Abrasion	Resistance to Stains	Resilience
Cotton	Good to excellent	Good to excellent	Medium	Fair to poor	Fair to poor
Rayon Avisco Bemberg Celanese New Rayons Avril Avron Zantrel	Good to excellent	Fair to poor; improved in new rayons	Fair to poor; improved in new rayons	Fair to poor; improved in new rayons	Fair to poor
Acetate Avisco Celanese Chromspun	Good to excellent for fibers dyed in solution or in spinning; others fair to poor	Fair to poor	Fair to poor	Medium	Fair to poor
Acrylic Acrilan Creslan Orlon Zefran	Good to excellent	Fair to poor	Fair to poor; may pill	Good to excellent	Good to excellent
Nylon Antron Cantrece Caprolan Cumuloft	Good to excellent	Good to excellent	Good to excellent	Good to excellent	Good to excellent

Fibers and Selected Trade Names	Resistance to Fading From Sunlight	Strength	Resistance to Abrasion	Resistance to Stains	Resilience
Olefin DLP Herculon Vectra	Good to excellent	Good to excellent	Good to excellent	Good to excellent	Good to excellent
Polyester Dacron Fortrel Kodel Vycron	Good to excellent	Good to excellent	Good to excellent; spun yarns may pill	Good to excellent but has low resistance to oily stains	Good to excellent
Wool	Good to excellent	Fair to poor	Medium	Fair to poor; should have mothproof finish	Good to excellent

Courtesy of Josephine M. Blanford and Lois M. Gurel. Fibers and Fabrics. U.S. National Bureau of Standard Consumer Information Series No. 1, 1970.

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #4

1. Olefin--Cotton has only fair to poor resistance to stains while olefin has good to excellent resistance to stains

2. Acrylic--Rayon has only fair to poor resistance to stains while acrylic has good to excellent resistance to stains

3. Nylon--Acetate has only fair to poor resistance to abrasion while nylon has good to excellent resistance to abrasion

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

TEST

1. Match the terms on the right to their correct definitions on the left by placing the appropriate numbers in the blanks provided.

_____a. Furniture pieces made of wood, metal, and plastic

_____b. Furniture that is light looking, has refined lines, and has smooth and polished finishes

_____c. Furniture that is typically heavier, sturdier, and has cruder lines than formal furniture styles; finishes are duller and sometimes antiqued or distressed

_____d. Thin layers of wood glued together under pressure with special adhesives over a core material

_____e. Art of selecting and applying an uninhibited mixture of furniture styles of previous periods with designs of today

_____f. Furniture pieces that are completely covered or mostly covered with fabric with some exposed wood

1. Informal styles
2. Formal styles
3. Eclectic
4. Case goods
5. Upholstered furniture
6. Veneer

2. Discuss the goals of good furniture design.

3. Name the basic categories of furniture styles.

a. ____

b. ____

c. ____

4. Match the styles of furniture on the right to their correct descriptions. Place the appropriate numbers in the blanks provided.

_____a. Simplified type of traditional styling; carvings and ornamentation not as complex

_____b. Characterized by many ornate carvings and graceful lines

_____c. Decorative frills eliminated with emphasis on use and function

1. Traditional or classic
2. Provincial or rustic
3. Modern or contemporary

5. Tell how to mix furniture styles.

6. Select from the list below factors to consider in furniture selection. Place an "X" in the appropriate blanks.

_____a. Comfort

_____b. Versatility

_____c. Space required

_____d. Current fads

_____e. Needs of the family

_____f. Cost

_____g. Convenience

_____h. Cost of maintenance

_____i. Quality

_____j. Style

7. Identify the following types of furniture joints by writing the correct names in the blanks provided.

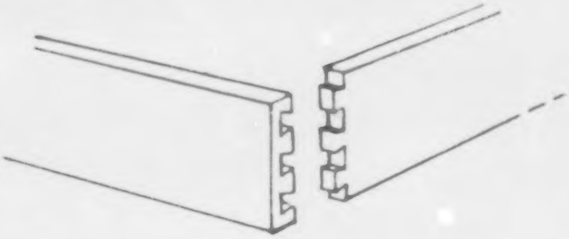
Mortise and tenon joint

Dowel joint

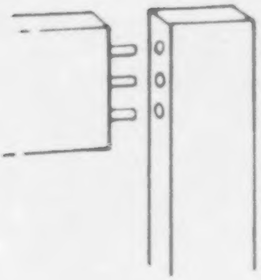
Miter joint

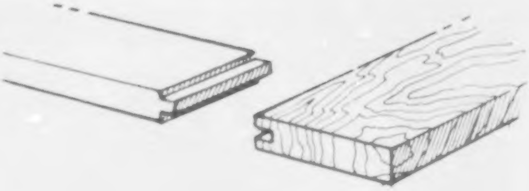
Dovetail joint

Tongue and groove joint



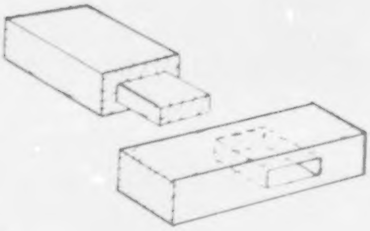
a.__________________________

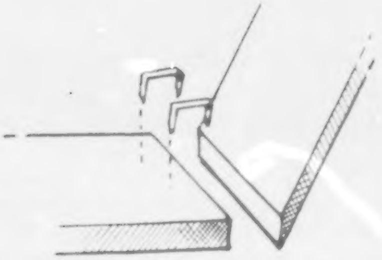




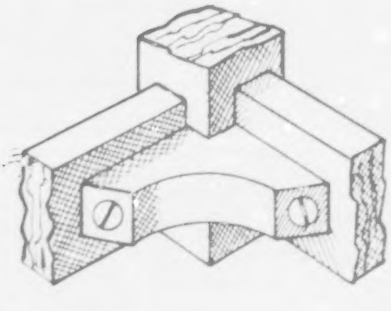
c.__________________________

b.__________________________





d.__________________________ e.__________________________



f.__________________________

8. Name five ways to recycle furniture.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

9. Make a plan to select furniture.

10. Compare quality features of case goods.

11. Compare quality features of upholstered furniture.

12. Select upholstery fabrics.

    (NOTE: If activities 9-12 have not been accomplished prior to the test, ask your instructor when they should be completed.)

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

ANSWERS TO TEST

1. a. 4 d. 6

   b. 2 e. 3

   c. 1 f. 5

2. Discussion should include:

   a. Form follows function

   b. Good design should provide variety within a unified whole

3. a. Traditional or classic

   b. Provincial or rustic

   c. Modern or contemporary

4. a. 2

   b. 1

   c. 3

5. Explanation should include:

   a. One furniture style should be dominant

   b. Informal styles look better with other informal styles and formal styles look better with other formal styles

   c. Furniture should be similar in line and shape

6. a, b, c, e, f, g, h, i, j

7. a. Dovetail joint

   b. Dowel joint

   c. Tongue and groove joint

   d. Mortise and tenon joint

   e. Miter joint

   f. Corner block

8. Any five of the following:
   a. Use multipurpose furniture
   b. Read classified ads for used furniture, garage sales, flea markets, rummage sales, and furniture auctions
   c. Check local area for railroad-damaged goods outlets
   d. Construct do-it-yourself furniture
   e. Purchase ready-to-finish furniture
   f. Salvage discarded items
   g. Restyle large pieces of furniture
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor

APPLIANCES
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to consider factors influencing choice of appliances and compare appliances using consumer magazine information. He/she should be able to locate information on appliance nameplate and write a redress letter. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with appliances to their correct definitions.
2. Name the types of appliances.
3. Select from a list factors influencing choice of appliances.
4. Select from a list guidelines for choice, use, and care of appliances.
5. Identify seals of approval.
6. Tell how to obtain information about appliances.
7. Tell how to purchase used appliances.
8. Select from a list guidelines for purchase, delivery, and use of appliances.
9. Consider factors influencing choice of appliances.
10. Compare appliances using consumer magazine information.
11. Locate information on appliance nameplate.
12. Write a redress letter.

APPLIANCES
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide student with objective sheet.

   B. Provide student with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Arrange a field trip for student to complete assignment sheets.

   F. Assist students with writing redress letters to MACAP.

   G. Show students a systematic method of filing use and care instruction booklets and warranties.

   H. Give test.

   I. Reteach if necessary.

II. Student:

   A. Read objective sheet.

   B. Study information sheet.

   C. Complete assignment sheets.

   D. Participate in field trip.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet

   B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Consider Factors Influencing Choice of Appliances

2. Assignment Sheet #2--Compare Appliances

3. Assignment Sheet #3--Locate Information on Appliance Nameplate

4. Assignment Sheet #4--Write a Redress Letter

D. Test

E. Answers to test

II. References:

A. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment*. Dallas: Webster Division/McGraw-Hill Book Company, 1970.

B. Craig, Hazel Thompson. *Homes With Character*. 3rd ed. Lexington, Massachusetts: D.C. Heath and Company, 1970.

C. Jelley, Herbert M., and Herrmann, Robert O. *The American Consumer*. Dallas: Gregg Division/McGraw-Hill Book Company, 1973.

D. Insights Into Consumerism. *Redress: Examining the Issues*. New York: Educational Relations Department, J.C. Penney, Inc., 1976.

(NOTE: A single copy of this packet can be obtained from the manager of your nearest J. C. Penney store or you can order from Educational Relations; J. C. Penney, Inc.; 1301 Avenue of the Americas; New York, New York 10019. The cost is $1.25.)

APPLIANCES
UNIT II

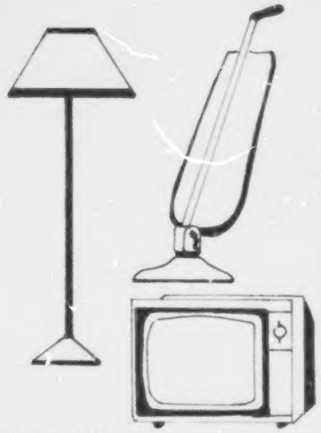
INFORMATION SHEET

I. Terms and definitions

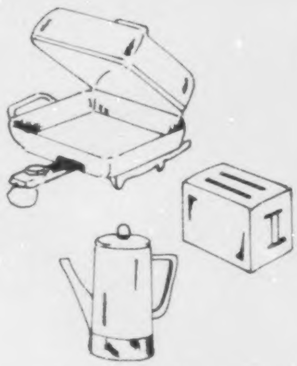
A. Electrical circuits--Wiring required to operate equipment using electricity

(NOTE: There are three basic kinds of electrical circuits.)

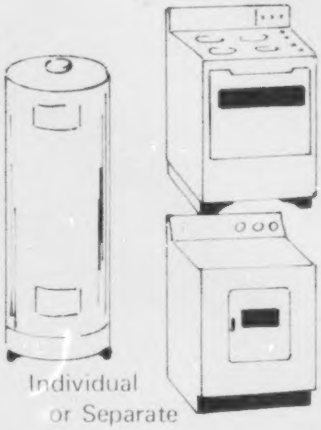
Examples:



General Purpose



Small Appliance

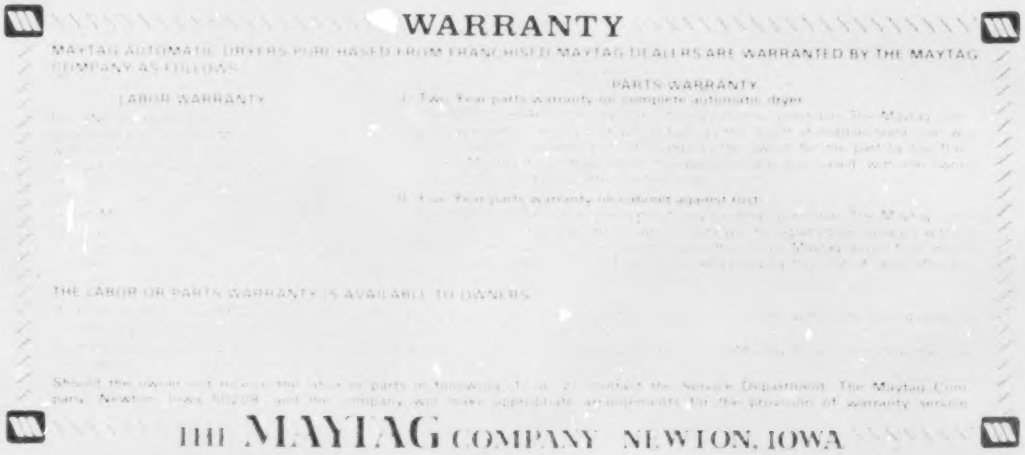


Individual
or Separate

B. Gadgetry--Mechanical or electronic labor saving device with a novelty appeal

C. Warranty--Manufacturer's written statement of responsibility for replacement of parts and labor that fail within a specified period of time

(NOTE: Generally, guarantees replace ONLY parts.)



WARRANTY

MAYTAG AUTOMATIC DRYERS PURCHASED FROM FRANCHISED MAYTAG DEALERS ARE WARRANTED BY THE MAYTAG COMPANY AS FOLLOWS:

LABOR WARRANTY

PARTS WARRANTY

I. Two Year parts warranty on complete automatic dryer

II. Five Year parts warranty on cabinet against rust

THE LABOR OR PARTS WARRANTY IS AVAILABLE TO OWNERS

Should the owner not receive the labor or parts in following (1) or (2) contact the Service Department, The Maytag Company, Newton, Iowa 50208, and the company will make appropriate arrangements for the provision of warranty service.

THE MAYTAG COMPANY NEWTON, IOWA

INFORMATION SHEET

D. Consumer redress Course of action taken when seeking to remedy a complaint about a certain product or service (Assignment Sheet #4)

(NOTE: A consumer should first go back to retailer and present the problem.)

E. Seal of approval Label that indicates appliance meets a certain standard for safety or quality

(NOTE: These seals cannot fully guarantee safety or quality since production line errors, wear, and misuse can make an individual appliance dangerous.)

F. "Spec" sheet Printed source of appliance information available from the dealer

(NOTE: The specification sheet lists exact measurements, weight, any special features, and any other information a dealer needs concerning that specific model.)

G. Nameplate Source of written information located on appliance (Assignment Sheet #3)

(NOTE: This information includes wattage or amperage requirement, model and serial number, name and address of the manufacturer and the AGA or UL seal.)

PRODUCTS CORPORATION
NEWTOWN, USA

MODEL PT 112 STYLE 2435 5 SERIAL 345467 OZS. FREON 12 85

VOLTS 115 AMPS. 3.2 CYCLE 60 PHASE 1 MOTER HP 1 6

TEST PRESSURE LBS. PER SQ. IN. GUAGE
HIGH SIDE 235 LOW SIDE 140 WATER 125
MAX. OPERATING PRESSURE 85

UL

H. Major Appliance Consumer Action Panel (MACAP) Special consumer committee to help consumers who have problems with their major appliances (Assignment Sheet #4)

(NOTE: Complaints may be directed to MACAP, 20 North Wacker Drive, Chicago, Illinois 60606.)

INFORMATION SHEET

II. Types of appliances

A. Major appliances

Examples: Range, refrigerator, trash compactor, washer, dryer, dishwasher, heating and cooling systems

B. Small appliances

Examples: Toaster, grill, mixer, iron, coffee maker, slicing knife

III. Factors influencing choice of appliances (Assignment Sheets #1 and #2)

A. Need

(NOTE: Some small appliances may be used so seldom that a consumer can get along without them, especially if storage space is limited.)

B. Space

Example: Storage, existing electrical circuits, plumbing

C. Cost

(NOTE: Cost will be a factor not only in the number of appliances a consumer decides to buy but also in the types of models that are chosen. The more completely automatic an item is, the higher will be the cost.)

D. Type of housing

Examples: Homeowner, rented housing, mobile home

E. Number of people in family

F. Physical condition of consumer

Examples: Physically impaired or handicapped, invalid

G. Family mobility

H. Personal values

Example: Time vs money Homemaker who is employed outside of home or active in community work may welcome the features available in certain appliances which will enable her to meet the demands on her time with a minimum of energy

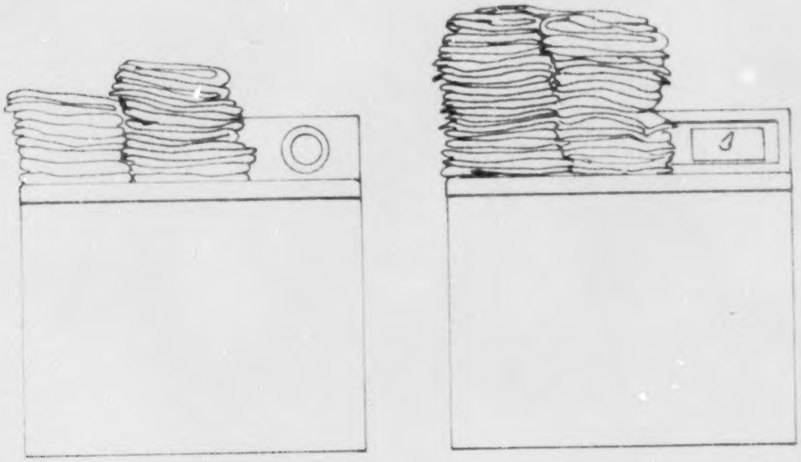
INFORMATION SHEET

IV. Guidelines for choice, use, and care of appliances (Assignment Sheets #1 and #2)

A. Determine the items wanted and list them in order of need

B. Determine why appliance is needed, what purpose it is to serve, and what specific requirements are

(NOTE: Ignore gadgetry! Consider only those features that are NEEDED. For example, a few years ago there was a range on the market which played the popular tune "Tenderly" when the roast was done, and a clothes dryer which played "How Dry I Am" when the load was dry. Determine minimum size or capacity actually needed. Appliances that appear to be the same size often vary greatly in their capacity. Note the difference in the size of the loads handled by these two washers. As the number of gadgets increases, the possibility for repairs increases.)



C. Compare brands, model numbers, warranties, servicing, installation costs, and methods of financing in several different stores before buying

(CAUTION: If appliances are financed in a "package contract" with housing, the life of the appliance and amount of interest should be considered.)

D. Consider the reliability and reputation of manufacturers, stores, and dealers selling the available products

E. Look for seals of approval

Examples: Underwriters' Laboratories, Inc. and American Gas Association

INFORMATION SHEET

F. Read the instructions for use and care

(NOTE: File these booklets with duplicate dated warranties. A large flat, plastic envelope-type case with a zipper will hold all these items.)

G. Keep the surfaces of all appliances clean

(NOTE: Burned grease, acids, sharp objects, rough scouring substances, and strong detergents cause damage. A mild detergent and a soft cloth wrung out of warm suds will keep most enamel surfaces clean. However, it is safe to use soap-filled pads of fine steel wool on some stained metal surfaces.)

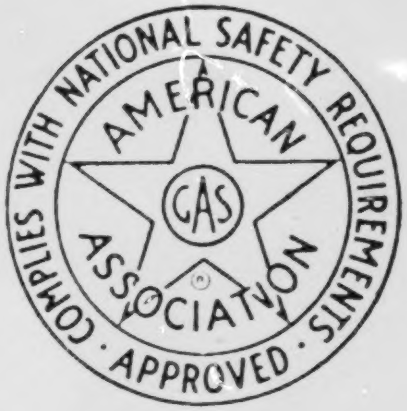
H. Note on the kitchen calendar any periodic care required

V. Seals of approval

(NOTE: Several widely read household magazines, such as *Good Housekeeping*, *McCall's*, and *Parents'*, give seals when their standards have been met.)

A. American Gas Association

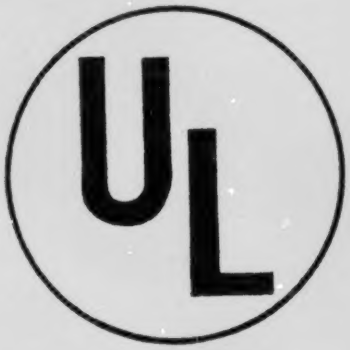
(NOTE: The blue star seal indicates conformity to the American Gas Association's standards as well as to the American standard for safety, durability, and performance of gas appliances.)


COMPLIES WITH NATIONAL SAFETY REQUIREMENTS
AMERICAN
GAS
ASSOCIATION
· APPROVED ·

INFORMATION SHEET

B. Underwriters' Laboratories, Inc.

(NOTE: Electric appliances which carry the UL seals have been factory inspected to assure that they were manufactured according to safety standards. These seals indicate built-in safety but they do not assure continuing safety of electrical parts.)



VI. How to obtain information about appliances (Assignment Sheet #2)

A. Read printed information about appliances

Examples: *Consumer Reports, Consumer Bulletin,* "spec" sheet, advertisements

B. Ask questions

Examples: Other owners and salespersons

C. Examine and try out the appliance

(NOTE: If a home trial is available, take advantage of it! PROTECT THIS PRIVILEGE by taking care of appliance while it is in your home. If a home trial is not possible, find out while in the store how the appliance is to be used, how it can be disassembled for cleaning, and any other aspect which affects satisfaction in use or protection against damage to the appliance through misuse.)

D. Determine in advance any special requirements

Examples: Wiring requirements, whether an outside vent is required, exact measurements of the space into which the appliance will be placed, width of passageways through which it will be carried

INFORMATION SHEET

VII. How to purchase used appliances

A. Check to see if the appliance is in working condition

B. Check the age of the appliance by looking at the nameplate on the back or inside of appliance (Assignment Sheet #3)

(NOTE: All major appliances have nameplates which carry a serial number. This serial number can be used to determine the age of the appliance by calling an authorized repair shop for that brand.)

C. Ask an authorized repair person what problems that year's models tend to have and how serious they are

D. Review *Consumer Reports* and *Consumer Bulletin* to see how the appliance was rated when new

VIII. Guidelines for purchase, delivery, and use of appliances

A. Shop around

(NOTE: The first price quoted may be subject to bargaining!)

(CAUTION: Discount stores frequently quote the lowest prices but often make up for this by charging more for installment-credit plan.)

B. Determine if delivery and installation are included in final price

(CAUTION: Delivery and installation details should be in WRITING!)

(NOTE: Does delivery mean delivery to the front door or delivery to the desired place inside the home? What is or is not included in installation also should be clear. This is particularly important for items such as clothes dryers, clothes washers, and dishwashers which require electrical and plumbing hookups and special venting.)

C. OPERATE APPLIANCE BEFORE THE INSTALLATION PEOPLE LEAVE

D. READ INSTRUCTION BOOKS CAREFULLY

E. Call the dealer from whom appliance was purchased, the service agency he recommends, or an organization franchised by the manufacturer to repair the appliance

(NOTE: A careful review of the operating instructions may eliminate the need for a service call. Consumers who are unable to get satisfactory solutions to their problems from dealers should forward their complaints to MACAP.)

APPLIANCES
UNIT II

ASSIGNMENT SHEET #1 CONSIDER FACTORS INFLUENCING CHOICE OF APPLIANCES

1. Jan and Frank Rogers were recently married and both working. They live in a furnished rented apartment. They are considering buying a washer and dryer. They figure they would use it for four or five loads a week. The nearest coin laundry charges 50 cents per load and is three miles away.

   a. If the Rogers asked you for your opinion on the purchase, what factors would you advise them to take into consideration?

   b. If they decide to purchase a washer and dryer, what do you recommend?

   (NOTE: Describe or paste a picture below. Indicate the appliance cost. Write reasons for this particular recommendation.)

2. Gay Thomas has a chance to purchase a three-year-old refrigerator for $75 from a friend who is moving out of town. After checking the classified ads and used appliance stores she is convinced that the price is fair. She wonders, however, if she is likely to have a lot of problems with the refrigerator since it is used. If she asked you for advice, what would you tell her?

APPLIANCES
UNIT II

ASSIGNMENT SHEET #2--COMPARE APPLIANCES

1. If you had an apartment of your own, what appliances would you want to have? List the items below.

   (NOTE: Consider both major and small appliances.)

2. Visit a local appliance store or use a mail-order catalog to obtain prices of the appliances you would like to have.

Item	Cost

3. What is the total cost?

4. If you could not obtain all these items at once, which ones would you want first? Why?

ASSIGNMENT SHEET #2

5. Select one appliance in which you are interested or would like to own.

   Examples: Refrigerator, electric typewriter, sewing machine

6. Check some recent issues of *Consumer Reports* and *Consumer Bulletin* for reports of tests of appliances.

   a. What factors were considered in rating the appliance?

   b. What tests were used?

   c. What brands and models were given top ratings?

7. If you were to buy the item, which brand and model would you buy?

8. What are the reasons for your choice?

APPLIANCES
UNIT II

ASSIGNMENT SHEET #3–LOCATE INFORMATION ON APPLIANCE NAMEPLATE

Select an electrical appliance in the home economics laboratory. Locate its nameplate.

1. What appliance did you select?

   Examples: Gas or electric range, refrigerator, washer, blender

2. Write all information given on the nameplate.

3. Explain how this information would be useful to a consumer.

4. What seal of approval did you find?

5. Was the seal of approval difficult to locate? Why or why not?

APPLIANCES
UNIT II

ASSIGNMENT SHEET #4-WRITE A REDRESS LETTER

You purchased a portable dishwasher (style number: 70432886) two months ago from Friendly Appliance Center. The dishwasher has developed a leak. The warranty stated total replacement of parts and total labor costs for a full year from the date of purchase. You have contacted the dealer who has sent a repairman twice. The repairman has been unable to locate the source or the cause of the leak. The dealer seems unwilling to assume further responsibility for the malfunction of the dishwasher. Furthermore, you have just received a statement for the two service calls from the repair agency.

Using the format below, the sample letter that follows, and the information above, write a redress letter to MACAP.

Format:

1. Explain the problem carefully and briefly.
2. State where and when you bought the item or arranged for the service.
3. Explain how the purchase is defective.
4. List the steps you have already taken to solve the problem.
5. Give as much specific information as possible, including style number, catalog numbers, and order numbers.
6. State what you believe should be done about your claim.
7. Keep a copy of your letter of redress.
8. If you write a second letter, include a copy of the first.

62-E

SAMPLE REDRESS LETTER

1423 West Fourth
Stillwater, Oklahoma 74074
March 30, 1976

MACAP
20 North Wacker Drive
Chicago, Illinois 60606

Dear Sir:

I purchased an automatic washer from H & C Appliance Service Center on January 15, 1976. The warranty attached to this appliance promised total replacement of parts and total labor costs for one full year from the date of purchase.

On February 1, 1976, the washer began to malfunction between the spin and rinse cycles. On February 2, 1976, I called H & C Appliance Service Center to register the complaint. The store sent their repair person out on three different occasions. During the last service call, the repairman told me that the source of the problem was the timing device. He said that he could replace the timing device for a total charge of $53.06 ($33.06 for the replaced part and $20.00 for the service call).

I have visited with the store manager on three different occasions. Mr. Howell stated that I was responsible for the cost of replacing the part and paying labor costs involved.

I am enclosing a copy of my warranty and the repair statement. I feel that I should not have to pay the $53.06. Please advise me of any further action that I should take.

Sincerely,

Mary Grimes

Mary Grimes

Enclosure

APPLIANCES
UNIT II

TEST

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Printed source of appliance information available from the dealer

_____b. Mechanical or electronic labor-saving device with a novelty appeal

_____c. Source of written information located on appliance

_____d. Label that indicates appliance meets a certain standard for safety or quality

_____e. Wiring required to operate equipment using electricity

_____f. Special consumer committee to help consumers who have problems with their major appliances

_____g. Manufacturer's written statement of responsibility for replacement of parts and labor that fail within a specified period of time

_____h. Course of action taken when seeking to remedy a complaint about a certain product or service

1. Electrical circuits
2. Gadgetry
3. Warranty
4. Consumer redress
5. Seal of approval
6. "Spec" sheet
7. Nameplate
8. Major Appliance Consumer Action Panel (MACAP)

2. Name the types of appliances.

a.

b.

3. Select from the list below factors influencing choice of appliances. Place an "X" in the appropriate blanks.

_____a. Number of people in family

_____b. Cost

_____c. Physical condition of consumer

______ d. Need

______ e. Family morality

______ f. Type of housing

______ g. Space

______ h. Personal values

4. Select from the list below guidelines for choice, use, and care of appliances. Place an "X" in the appropriate blanks.

______ a. Look for stamps of approval

______ b. Determine the items wanted and list them in order of need

______ c. Check in two stores for the type and color of models available

______ d. Note on the kitchen calendar any periodic care required

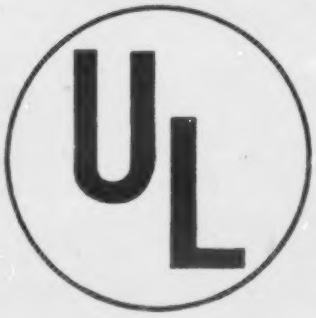
______ e. Read the instructions for use and care

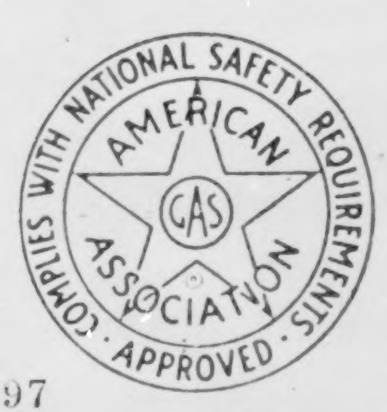
______ f. Consider the reliability and reputation of manufacturers, stores, and dealers selling the available products

______ g. Determine why appliance is needed, what purpose it is to serve, and what specific requirements are

______ h. Scrub appliance surfaces well with strong detergent and steel wool

5. Identify the seals of approval by writing the correct names in the blanks provided.




COMPLIES WITH NATIONAL SAFETY REQUIREMENTS
AMERICAN
GAS
ASSOCIATION
APPROVED

a. ______________________ b. ______________________

6. Tell how to obtain information about appliances.

7. Tell how to purchase used appliances.

8. Select from the list below guidelines for purchase, delivery, and use of appliances. Place an "X" in the appropriate blanks.

_____a. OPERATE APPLIANCE AFTER THE INSTALLATION PEOPLE LEAVE

_____b. READ INSTRUCTION BOOKS CAREFULLY

_____c. Determine if delivery and installation are included in final price

_____d. Shop around

_____e. Check in the yellow pages of the telephone book for repair service

9. Consider factors influencing choice of appliances.

10. Compare appliances using consumer magazine information.

11. Locate information on appliance nameplate.

12. Write a redress letter.

(NOTE: If activities 9-12 have not been completed prior to the test, ask the instructor when these should be accomplished.)

APPLIANCES
UNIT II

ANSWERS TO TEST

1. a. 6 e. 1

   b. 2 f. 8

   c. 7 g. 3

   d. 5 h. 4

2. a. Major appliances

   b. Small appliances

3. a, b, c, d, f, g, h

4. b, d, e, f, g

5. a. Underwriters' Laboratories, Inc.

   b. American Gas Association

6. Explanation should include:

   a. Read printed information about appliances

   b. Ask questions

   c. Examine and try out the appliance

   d. Determine in advance any special requirements

7. Explanation should include:

   a. Check to see if the appliance is in working condition

   b. Check the age of the appliance by looking at the nameplate on the back or inside of appliance

   c. Ask an authorized repair person what problems that year's models tend to have and how serious they are

   d. Review *Consumer Reports* and *Consumer Bulletin* to see how the appliance rated when new

8. b, c, d

9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor

ACCESSORIES
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss guidelines for selection of accessories. He/she should be able to construct an accessory. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define accessories.
2. Discuss guidelines for selection of accessories.
3. List items that can be used for accessories.
4. Select from a list guidelines for hanging pictures.
5. Construct an accessory.

ACCESSORIES
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Give test.

  F. Reteach if necessary.

II. Student:

  A. Read objective sheet.

  B. Study information sheet.

  C. Complete assignment sheet.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment Sheet #1 Construct An Accessory

  D. Test

  E. Answers to test

II. References:

  A. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment.* Dallas: Webster Division/McGraw-Hill Book Company, 1970.

  B. Allen, Phyllis Sloan. *The Young Decorator.* Provo, Utah: Brigham Young University Press, 1975.

ACCESSORIES
UNIT III

INFORMATION SHEET

I. Accessories Items other than basic furnishings used in room decorating to give personal feeling and warmth and to create a certain mood

II. Guidelines for selection of accessories

   A. Accessories should reflect an owner's tastes, interests, and values

   B. Principles and elements of design should be used in selection and arrangement of accessories

      Examples: Shape and size of accessories should be in proportion and harmony

      In grouping or arranging objects an asymmetric or uneven arrangement is often more interesting than a symmetrical grouping

   C. Accessories need not be new

      (NOTE: Fragments of old beauty can add distinctive charm and can lend character to an otherwise dull room. Objects which may have been collecting dust in attics may be salvaged and put to new uses.)

   D. Accessories should be useful, beautiful, or hold special meaning

III. Items that can be used for accessories

   (NOTE: An accessory can be almost anything but should NEVER be just something to fill up space.)

   A. Books

   B. Bowls

   C. Vases

   D. Figurines

   E. Bookends

   F. Candles and candleholders

   G. Special collections

      Examples: Spoons, plates, stamps, arrowheads

INFORMATION SHEET

H. Pictures

I. Photographs

J. Mirrors

K. Clocks

L. Plants

M. Flowers

Examples: Freshly cut, dried, or artificial

N. Antiques

O. Hobby items

P. Rugs

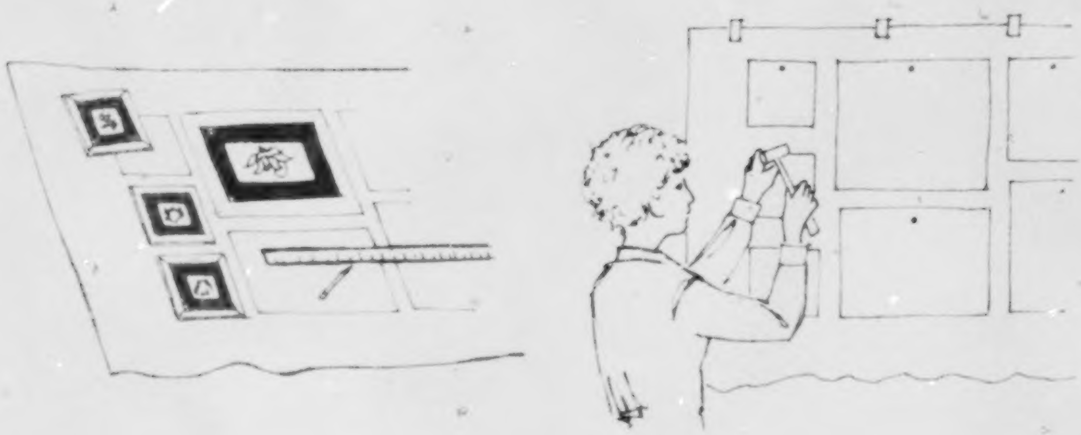
Q. Lamps

R. Cushions

S. Others added during class

IV. Guidelines for hanging pictures

(NOTE: If you plan to group a large number of pictures, work out your plan first on paper. The total effect can be checked and adjusted before one tack is driven. Attach the paper to the wall, pound in hooks, and hang the pictures before removing the paper pattern.)



INFORMATION SHEET

A. Avoid hanging pictures against figured wallpaper unless the pictures are matted or the subject is strong enough to hold its own against the wallpaper

B. Hang a LARGE picture on an important wall at eye level

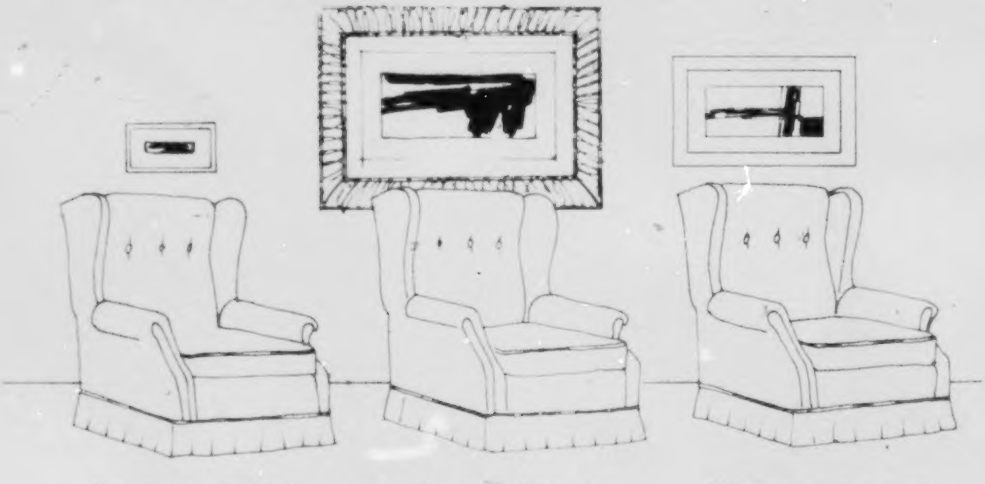
(CAUTION: Trends affect the placement and hanging of small and medium pictures.)

(NOTE: The average man is 5 feet 9 1/2 inches tall, and the average woman is 5 feet 4 1/2 inches tall. On this basis the center of a large picture should be about 5 feet 7 inches from the floor. Pictures over mantels may be an exception to this rule.)

C. Place the screws on the back of the pictures from a fourth to a third of the way down

(NOTE: Insert the wire for hanging and secure it firmly. When the picture is hung, it will lie flat against the wall.)

D. Be sure that good proportion exists between the size of a picture, the wall space on which it is hung; and the piece of furniture under it or near it



Picture too small Picture too large Picture well scaled

E. Make a wall composition of pictures only if you have an interesting collection of related subjects done in a similar medium, such as a group of watercolors, old prints, or etchings

INFORMATION SHEET

F. Use no more than one large grouping of pictures in a room unless you want the room to resemble an art gallery

G. Use cloth-base hangers or small picture hooks for small hanging pictures

H. Use large picture hooks or toggle hooks (molley bolt) for large hanging pictures

(NOTE: Two picture hooks placed several inches apart will give a large picture greater support and keep it hanging more nearly level.)

ACCESSORIES
UNIT III

ASSIGNMENT SHEET #1-CONSTRUCT AN ACCESSORY

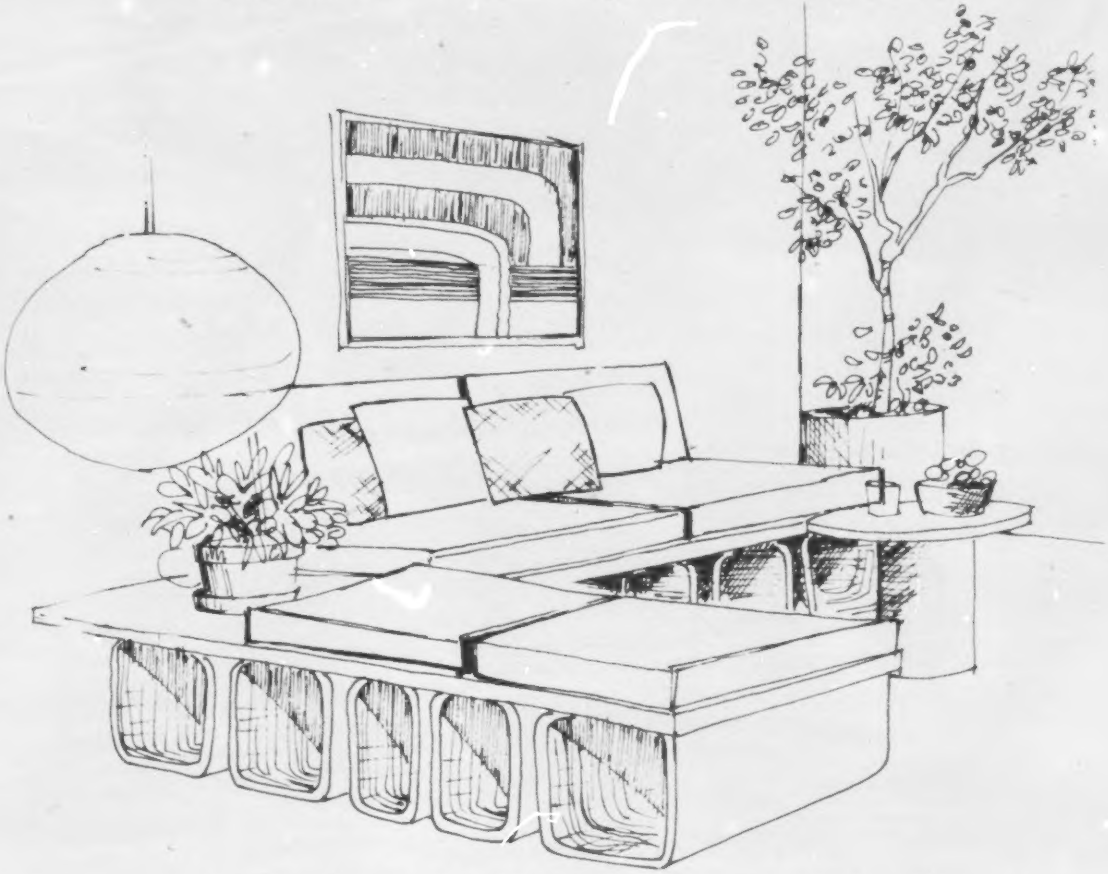
Construct an accessory for your room or for a friend. The ideas that follow may help you get started.

Examples: Make a room divider by stringing colored beads, bright plastic straws, or small pine cones on fish line; attach rod at top and bottom

Cover a wall with old newspapers, colorful wrapping paper, posters, or maps

Cover a wall with fabric

Make a bookshelf or a table using brick or adobe flue liners

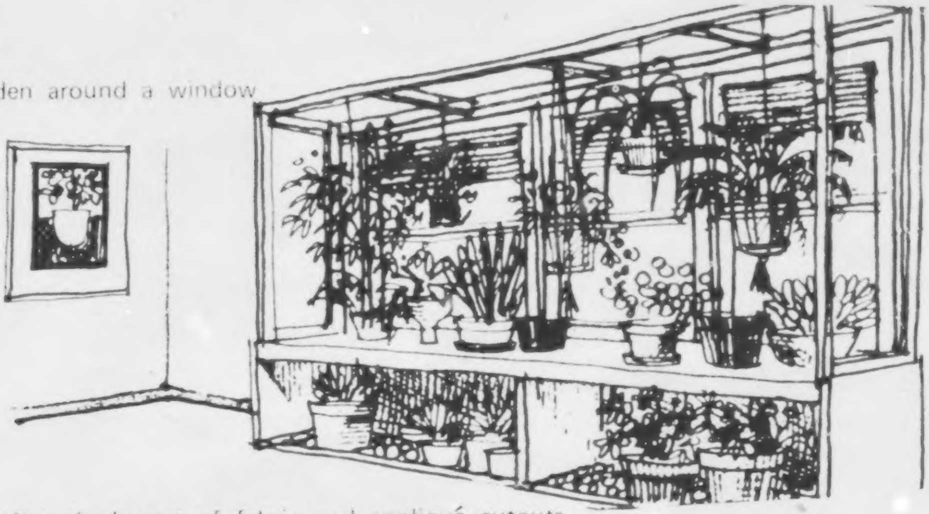


Use sheets for draperies, table skirts, bed flounces; quilt sheets for matching bedspreads

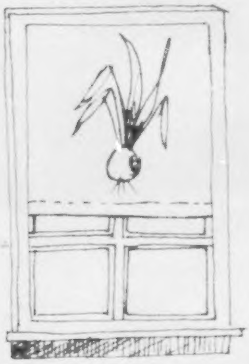
ASSIGNMENT SHEET #1

Make a rug

Make a garden around a window

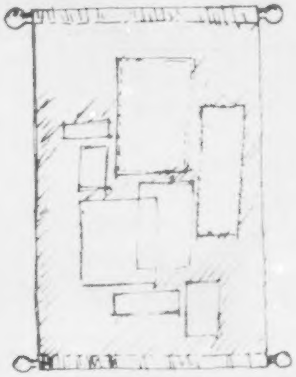


Make a window shade out of fabric and appliqué cutouts



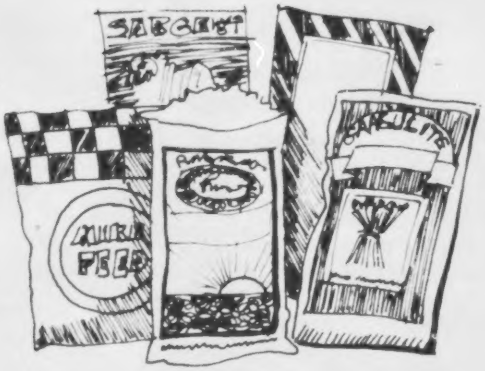
Use pegboard for hanging small and large tools that are easily lost

Make a wall hanging to organize sewing or school supplies

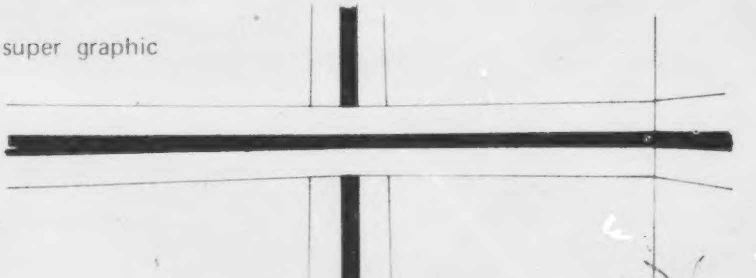


ASSIGNMENT SHEET #1

Make a pillow



Paint a super graphic



ACCESSORIES
UNIT III

TEST

1. Define accessories.

2. Discuss guidelines for selection of accessories.

3. List six items that can be used for accessories.

   a.

   b.

   c.

   d.

   e.

   f.

4. Select from the list below guidelines for hanging pictures by placing an "X" in the appropriate blanks.

   ______a. Use large picture hooks or toggle hooks (molley bolts) for large hanging pictures

   ______b. Hang a LARGE picture on an important wall at eye level

   ______c. Use cloth base hangers or small picture hooks for small hanging pictures

   ______d. Use several large groupings of pictures in a room to get the "total look"

   ______e. Make a wall composition of pictures using several unrelated subjects ______f. Avoid hanging pictures against figured wallpaper unless the pictures are matted or the subject is strong enough to hold its own against the wallpaper

______g. Place the screws on the back of pictures about one-half of the way down

______h. Be sure that good proportion exists between the size of a picture, the wall space on which it is hung, and the piece of furniture under it or near it

5. Construct an accessory.

(NOTE: If the above activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

ACCESSORIES
UNIT III

ANSWERS TO TEST

1. Items other than basic furnishings used in room decorating to give personal feeling and warmth and to create a certain mood
2. Discussion should include:
    a. Accessories should reflect an owner's tastes, interests, and values
    b. Principles and elements of design should be used in selection and arrangement of accessories
    c. Accessories need not be new
    d. Accessories should be useful, beautiful, or hold special meaning
3. Any six of the following:
    a. Books
    b. Bowls
    c. Vases
    d. Figurines
    e. Bookends
    f. Candles and candleholders
    g. Special collections
    h. Pictures
    i. Photographs
    j. Mirrors
    k. Clocks
    l. Plants
    m. Flowers
    n. Antiques
    o. Hobby items

- p. Rugs
- q. Lamps
- r. Cushions
- s. Any others added during class

4. a, b, c, f, h

5. Evaluated to the satisfaction of the instructor

MOVING
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to plan a move that minimizes expense and frustration. The student should be able to demonstrate specific methods of packing. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with moving to their correct definitions.
2. Name methods of moving.
3. Name factors affecting cost of moving.
4. Name major sources of misunderstanding and difficulty when moving.
5. Discuss general preparations for moving.
6. Select from a list precautions in dealing with professional movers.
7. Arrange in order the steps in filing a claim.
8. Select from a list valuables that should be transported by shipper and NOT by carrier.
9. Compare moving rates.
10. Demonstrate the ability to:
    a. Pack chinaware and glasses.
    b. Pack lamp shades.
    c. Pack rugs.
    d. Pack phonograph records.
    e. Pack medicines and toilet articles.
    f. Pack shop or hobby tools.
    g. Pack bedding, linen, clothing, and drapes.
    h. Pack clocks and small appliances.

MOVING
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheet.
- B. Provide student with information, assignment, and job sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Demonstrate and discuss procedures outlined in the job sheets.
- F. Invite representatives from a van company and trailer or truck center to talk about services, rates, cost, and equipment available. Have them demonstrate packing methods.
- G. Suggest for home experience that students inventory personal belongings. Group them into categories, such as those to be placed in seasonal storage, those to be discarded, and those to take on first move from parents' household. Determine the packing material needed to safely move the items listed.
- H. Have students write and act out a one minute drama on moving preparation.
- I. Order or obtain free material available from moving companies.
- J. Give test.
- K. Reteach if necessary.

II. Student:

- A. Read objective sheet.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Demonstrate the ability to accomplish the procedures outlined in the job sheets.
- E. Complete home experience.
- F. Write and act out one minute drama on moving preparation.
- G. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

  C. Assignment Sheet #1--Compare Moving Rates

  D. Job sheets

    1. Job Sheet #1--Pack Chinaware and Glasses

    2. Job Sheet #2--Pack Lamp Shades

    3. Job Sheet #3--Pack Rugs

    4. Job Sheet #4--Pack Phonograph Records

    5. Job Sheet #5--Pack Medicines and Toilet Articles

    6. Job Sheet #6--Pack Shop or Hobby Tools

    7. Job Sheet #7--Pack Bedding, Linen, Clothing, and Drapes

    8. Job Sheet #8--Pack Clocks and Small Appliances

  E. Test

  F. Answers to test

II. References:

  A. Craig, Hazel Thompson. *Homes with Character*. 3rd ed. Lexington, Massachusetts: D.C. Heath and Company, 1970.

  B. Morton, Ruth; Geuther, Hilda; and Guthrie, Virginia. *The Home: Its Furnishings and Equipment*. Dallas: Webster Division/McGraw-Hill Book Company, 1970.

  C. *Summary of Information for Shippers of Household Goods*. Form BOp 103. Washington, D.C.: Interstate Commerce Commission, 1974.

III. Additional references:

  A. *Moving Kit*. Mayflower, Box 107B, Indianapolis, Indiana 46206.

  B. *A Guide to Moving*. Allied Van Lines, P.O. Box 4403, Chicago, Illinois 60680.

C. *Pre-planned Moving Guide.* Bette Malone Department, United Van Lines, Fenton, Missouri 63026.

D. "NorthAmerican Van Lines: At Your Service." NorthAmerican Van Lines, P.O. Box 988, Fort Wayne, Indiana 46801.

(NOTE: The above material is available free upon request.)

MOVING
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Carrier–Company providing transportation for household goods

   B. Shipper–Person whose household goods are being moved

   C. Estimate–"Educated guess" as to total weight of household goods and cost of move

      (NOTE: An estimate is NOT a binding contract. There is NO obligation for an estimate. However, the carrier is required to unload the shipment at 110% of this estimate with balance due within 15 days.)

   D. Declared valuation–Value at which shipper releases goods to carrier

      (NOTE: This is an ADDITIONAL CHARGE to shipper.)

   E. Claim–Statement (by shipper to carrier) of loss or damage of any household goods while in charge of moving company

      (CAUTION: Claims should be filed as soon as possible.)

   F. Order for service–Form used by carrier to plan the moving details

   G. Bill of lading–Contract between carrier and shipper for all services and charges; serves as shipper's receipt

      (NOTE: The bill of lading establishes specific services, itemizes the charges, establishes value of shipment, and supplies all necessary information for the move.)

   H. Inventory–Detailed descriptive list of household goods showing number and condition of each item

   I. Interstate Commerce Commission (ICC)–Federal agency regulating interstate transportation, which includes movers of household goods

II. Methods of moving (Assignment Sheet #1)

   A. Van companies

   B. Rent-a-truck/trailer service

INFORMATION SHEET

C. Vehicles owned by friends and relatives

(CAUTION: There is always the possibility of personal injury and damage to furniture if you use nonprofessional help. Furthermore, you may not be able to collect any kind of insurance in case of accident.)

III. Factors affecting cost of moving (Assignment Sheet #1)

A. Weight of shipment

B. Distance to be shipped

C. Packing and additional services

IV. Major sources of misunderstanding and difficulty when moving

A. Pick up and delivery dates

B. Estimated costs

(NOTE: Estimates are NOT binding. Total charges are based on actual weight of your shipment.)

C. Liability of carrier

(NOTE: Carriers are not liable for the full value of lost or damaged goods UNLESS SHIPPER PAYS AN ADDITIONAL CHARGE [declared valuation] for such protection.)

D. Claims

(CAUTION: You must have proof of your claim. The best proof will be written notations made at time of delivery on the shipping papers. Notation on the inventory is NOT a claim. Claim is paid according to actual value of item at time of breakage; depreciation is considered.)

V. General preparations for moving

(NOTE: Preplanning and scheduling of jobs related to the move will help lessen last minute confusion.)

A. Decide what to take and what to discard

B. Compare choices and decide on method of moving

(NOTE: Contact moving company in advance!)

INFORMATION SHEET

- C. Notify change of address to friends, relatives, business firms, magazines, book clubs, and other monthly publications
- D. Close or transfer all charge accounts
- E. Advise utility and service companies of tentative moving date
- F. Resign from local clubs and organizations and get letters of introduction or transfer from church, organization or club presidents, and business associates for memberships to be continued at new location
- G. Have confidential student records sent to school which children will attend
- H. Arrange to have medical, dental, and prescription records transferred to doctor, dentist, and drug stores
- I. Prepare children for the changes caused by the move

  (NOTE: The young children need to know the advantages of moving to a new location and the new things there will be for them to see and do.)

VI. Precautions in dealing with professional movers

- A. Be sure that agreements with carrier (order for service and bill of lading) are in writing
- B. Understand carrier's limited liability of household goods
- C. Observe weighing of loaded vehicle to avoid being overcharged
- D. Cut cost by doing some or all of packing

  (NOTE: If you pack items and breakage occurs, you will not be reimbursed unless additional insurance is carried.)
- E. Take a COMPLETE inventory of all possessions
- F. Tag all items according to where they are to be placed
- G. Arrive at destination BEFORE moving van arrives

  (NOTE: Interstate Commerce Commission prohibits a carrier from delivering a shipment until total charges have been paid by money order, traveler's check, cashier's check, or cash. No personal checks accepted!)

INFORMATION SHEET

H. Direct placement of furniture as it is delivered

(NOTE: Placement is included in cost estimate.)

I. Be certain that everything listed on inventory is accounted for BEFORE the van operator leaves the origin and when he arrives at destination

(NOTE: This is critical! Do not sign inventory until you have accounted for ALL items.)

J. Check furniture damage and file claim if necessary

VII. Steps in filing a claim

(NOTE: The earlier the claim is filed, the quicker the mover can make settlement.)

A. Secure notation on bill of lading, inventory, or inventory receipt at the time of delivery

B. Notify local representative or write central office to obtain necessary forms

C. Obtain estimates for replacement or repairs

D. Send registered letter to central office or contact Better Business Bureau if claim has not been answered within 30 days

(NOTE: Under ICC regulations every mover who receives a written claim for loss or damage to goods transported is required to acknowledge such claim in writing 30 days after receipt. The mover is required either to pay, decline, or make a firm compromise settlement offer in writing within 120 days after receipt of the claim.)

VIII. Valuables that should be transported by shipper and NOT by carrier

A. Documents

Examples: Insurance policies, auto ownership records, childrens' school records, medical and dental records, deeds

B. Currency

C. Jewelry, watches, precious stones, and metals

D. Account records, bills, evidence of debt

E. Postage stamp and/or coin collections

MOVING
UNIT IV

ASSIGNMENT SHEET #1--COMPARE MOVING RATES

You are about to move 4500 pounds of household goods from your town to Houston, Texas. Compare the moving rates of the following agencies. Consider dollar cost, time, and energy.

1. Van companies
2. Rent-a-truck/trailer service
3. Vehicles owned by friends and relatives

MOVING
UNIT IV

JOB SHEET #1-PACK CHINAWARE AND GLASSES

I. Equipment and supplies

   A. Chinaware and glasses

   B. Containers (barrels)

   C. Newsprint

   (NOTE: If newspapers are used, ink may rub off.)

II. Procedure

   A. Place two or three inches of newsprint in the bottom of container

   B. Pack the heaviest and largest pieces in the bottom

   C. Wrap each piece separately with at least three thicknesses of paper

   (NOTE: Wrap firmly, but loosely to provide a cushioning effect.)

   D. Place wrapped glasses upside down on several layers of crumpled newsprint

   E. Cover the first layer of glasses with a piece of cardboard

   F. Pack plates, platters, and bowls on edge on top of cardboard

   (NOTE: NEVER place such items flat.)

   G. Work or fill in toward center

   H. Insert a piece of cardboard between each layer

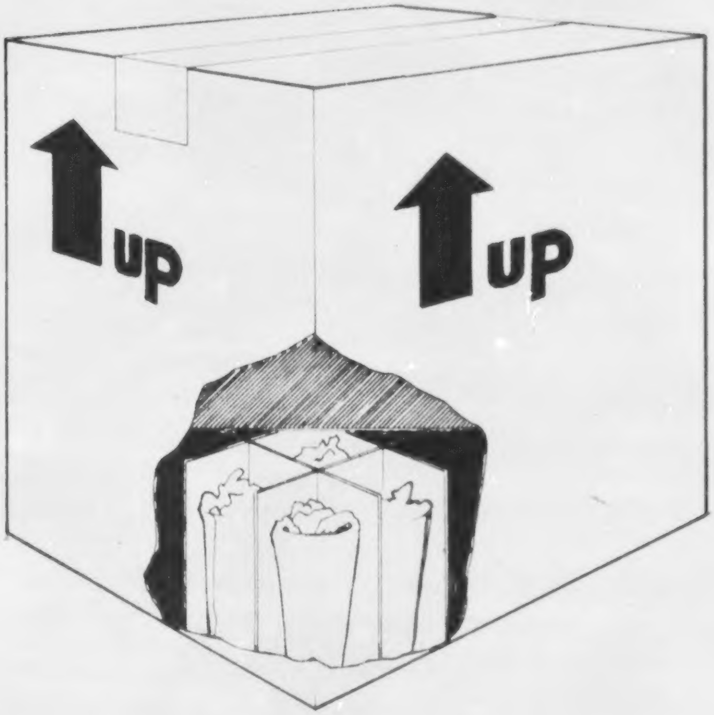
   I. Insert a layer of dishes

   J. Insert a layer of newsprint

JOB SHEET #1

K. Build layer on top of layer up to within two or three inches of top

(NOTE: Stemware and fragile bric-a-brac are the last items to be packed and they should be in the top layers.)



L. Fill all empty space with wadded newsprint

M. Tape box shut across both top and edges

N. Write contents of each box on the outside

MOVING
UNIT IV

JOB SHEET #2--PACK LAMP SHADES

I. Equipment and supplies

A. Lamp shades

B. Clean white tissue paper

(NOTE: Do not use newspaper as it will rub off and soil fine fabrics.)

II. Procedure

A. Remove shade from lamp base

B. Wrap each shade separately in clean white tissue

(NOTE: Do NOT force one shade inside another as it may cause damage by stretching or tearing fabrics. Special cartons are available from van company at a cost.)

MOVING
UNIT IV

JOB SHEET #3-PACK RUGS

I. Equipment and supplies

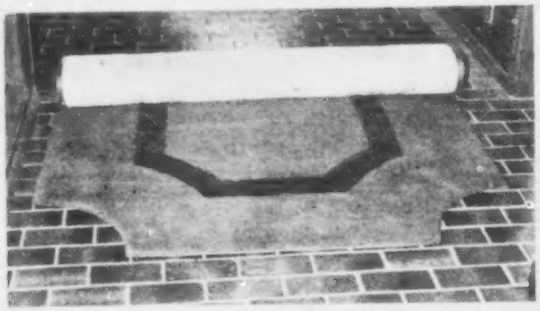
A. Rugs

B. String

II. Procedure

A. Roll rugs (Figure 1)

FIGURE 1



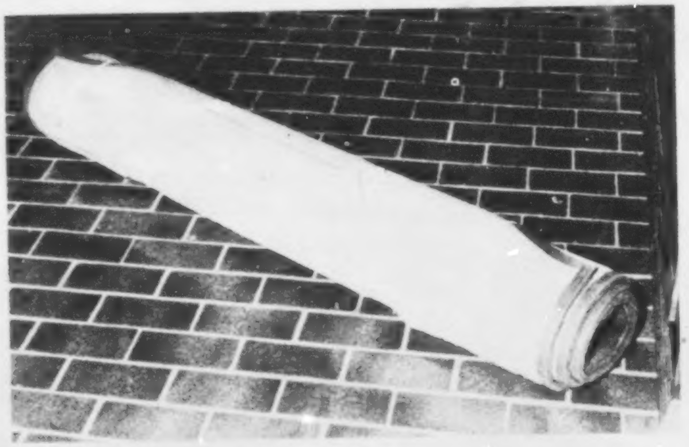
B. Do not fold

(NOTE: Small cotton rugs with no backing may be folded and placed in containers.)

C. Tie securely at both ends (Figure 2)

(NOTE: The rug should also be tied in the middle.)

FIGURE 2



MOVING
UNIT IV

JOB SHEET #4--PACK PHONOGRAPH RECORDS

I. Equipment and supplies

  A. Phonograph records

  B. Newspaper or wrapping paper

  C. Containers

II. Procedure

  A. Leave in album covers if possible

  B. Wrap each album with paper

  C. Place in container so that records will STAND ON EDGE

  (NOTE: Pack no more than 40-50 pounds in a container.)

MOVING
UNIT IV

JOB SHEET #5 PACK MEDICINES AND TOILET ARTICLES

I. Equipment and supplies

   A. Medicines and toilet articles

   B. Clear nail polish

   C. Cellophane tape

   D. Paper or tissue

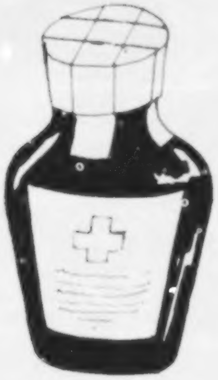
II. Procedure

   A. Secure all tops, caps, corks, and covers

   B. Seal around edge of each with clear nail polish

   C. Place little strips of cellophane tape over each cap (Figure 1)

FIGURE 1



   D. Pack firmly with paper or tissue between bottles so they won't fall over

   E. Mark containers "Fragile" and "This End Up"

   (NOTE: Do not pack flammables, such as paint thinner. Do not pack pressurized cans.)

MOVING
UNIT IV

JOB SHEET #6-PACK SHOP OR HOBBY TOOLS

I. Equipment and supplies

   A. Shop or hobby tools

   B. Containers or sturdy boxes

   C. Packing material (newsprint or newspaper)

II. Procedure

   A. Dismantle power tools as much as possible

   B. Wrap each part

   C. Pack parts separately to reduce weight and prevent damage

   D. Tie long-handled tools, such as rakes, hoes, and spades, together

   (CAUTION: Pack hand tools in containers or boxes limiting weight to 50 to 60 pounds.)

MOVING
UNIT IV

JOB SHEET #7 PACK BEDDING, LINEN, CLOTHING, AND DRAPES

I. Equipment and supplies Bedding, linens, clothing, drapes

II. Procedure

A. Pack comforters, blankets, pillows, sheets, and towels in large cartons or use them to fill chests, dresser drawers, cedar chests, and trunks

(NOTE: Never overload furniture drawers or shelves with these items. Excess weight causes damage.)

B. Fold clothes and drapes

C. Pack clothes and drapes in boxes, cartons, chests, trunks, or dresser drawers

D. Avoid pressing and ironing of clothes and drapes at destination by requesting specially constructed clothing wardrobes from van company

MOVING
UNIT IV

JOB SHEET #8 PACK CLOCKS AND SMALL APPLIANCES

I. Equipment and supplies

   A. Clocks and small appliances

   B. Newspaper

   C. Packing containers

II. Procedure

   A. Wrap each item with newspaper and padding to prevent marring and scratching

   B. Place items in bottom of containers or pack with bedding or in trunks, cedar chests, or chests of drawers

   C. Be sure articles don't slide

MOVING
UNIT IV

TEST

1. Match terms on the right to correct definitions by placing the appropriate numbers in the blanks provided.

____a. Statement (by shipper to carrier) of loss or damage of any household goods while in charge of moving company

____b. Detailed descriptive list of household goods showing number and condition of each item

____c. Value at which shipper releases goods to carrier

____d. Company providing transportation for household goods

____e. Federal agency regulating interstate transportation, which includes movers of household goods

____f. "Educated guess" as to total weight of household goods and cost of move

____g. Contract between carrier and shipper for all services and charges; serves as shipper's receipt

____h. Person whose household goods are being moved

____i. Form used by carrier to plan the moving details

1. Carrier
2. Shipper
3. Estimate
4. Declared valuation
5. Claim
6. Order for service
7. Bill of lading
8. Inventory
9. Interstate Commerce Commission (ICC)

2. Name the methods of moving.

a.

b.

c.

3. Name the factors affecting cost of moving.

   a.

   b.

   c.

4. Name the major sources of misunderstanding and difficulty when moving.

   a.

   b.

   c.

   d.

5. Discuss general preparations for moving.

6. Select from the list below precautions in dealing with professional movers. Place an "X" in the appropriate blanks.

   ______a. Observe weighing of loaded vehicle to avoid being overcharged

   ______b. Be sure that agreements with carrier (order for service and bill of lading) are in writing

   ______c. Take an inventory of most household goods

   ______d. Reduce the total cost of move by having professional mover do all packing

   ______e. Tag all items according to where they are to be placed ______f. Direct placement of furniture as it is delivered

______g. Arrive at destination BEFORE moving van arrives

______h. Check inventory thoroughly after van operator leaves

______i. Understand the full liability of household goods held by carrier

______j. Check furniture damage and file claim if necessary

7. Arrange in order the steps in filing a claim. Place a "1" in front of the first step, a "2" in front of the second, and so on.

______a. Obtain estimates for replacement or repairs

______b. Secure notation on bill of lading, inventory, or inventory receipt at the time of delivery

______c. Send registered letter to central office or contact Better Business Bureau if claim has not been answered within 30 days

______d. Notify local representative or write central office to obtain necessary forms

8. Select from the list below valuables that should be transported by shipper and NOT by carrier. Place an "X" in the appropriate blanks.

______a. Furniture

______b. Currency

______c. Jewelry, watches, precious stones, and metals

______d. Documents

______e. Kitchen appliances

______f. Postage stamp and/or coin collections

______g. Small appliances

______h. Personal clothing

9. Compare moving rates.

10. Demonstrate the ability to:

a. Pack chinaware and glasses.

b. Pack lamp shades.

c. Pack rugs.

d. Pack phonograph records.

e. Pack medicines and toilet articles.

f. Pack shop or hobby tools.

g. Pack bedding, linen, clothing, and drapes.

h. Pack clocks and small appliances.

(NOTE: If activities 9 and 10 have not been accomplished prior to the test, ask your instructor when they should be completed.)

MOVING
UNIT IV

ANSWERS TO TEST

1. a. 5
   b. 8
   c. 4
   d. 1
   e. 9
   f. 3
   g. 7
   h. 2
   i. 6

2. a. Van companies
   b. Rent-a-truck/trailer service
   c. Vehicles owned by friends and relatives

3. a. Weight of shipment
   b. Distance to be shipped
   c. Packing and additional services

4. a. Pick up and delivery dates
   b. Estimated costs
   c. Liability of carrier
   d. Claims

5. Discussion should include:
   a. Decide what to take and what to discard
   b. Compare choices and decide on method of moving
   c. Notify change of address to friends, relatives, business firms, magazines, book clubs, and other monthly publications
   d. Close or transfer all charge accounts
   e. Advise utility and service companies of tentative moving date
   f. Resign from local clubs and organizations and get letters of introduction or transfer from church, organization or club presidents, and business associates for memberships to be continued at new location
   g. Have confidential student records sent to school which children will attend

h. Arrange to have medical, dental, and prescription records transferred to doctor, dentist, and drug stores

i. Prepare children for the changes caused by the move

6. a, b, e, f, g, j

7. a. 3

   b. 1

   c. 4

   d. 2

8. b, c, d, f

9. Evaluated to the satisfaction of the instructor

10. Performance skills evaluated to the satisfaction of the instructor

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS OCCUPATIONS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to match opportunities for employment to their job descriptions and list factors that influence job opportunities in housing and home furnishings occupations. He/she should be able to describe personal qualities and training/educational preparation required for various housing and home furnishings occupations. The student should be able to interview a person employed in a housing and home furnishings occupation. This knowledge will be evidenced by scoring eighty five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match opportunities for employment in housing and home furnishings occupations to their job descriptions.
2. List factors that influence job opportunities in housing and home furnishings occupations.
3. Describe personal qualities and training/educational preparation required for various housing and home furnishings occupations.
4. Interview a person employed in a housing and home furnishings occupation.

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS OCCUPATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Invite a panel of persons employed in housing-related occupations to describe their jobs in terms of personal qualities and satisfactions, training, and the future.

  (NOTE: Attempt to include various levels within the housing industry, e.g., entry level, skilled and semi-skilled, professional, and management.)

  F. Assemble reference materials for students to complete assignment sheet. See reference list.

  G. "Shadow" a person employed in a housing and home furnishings occupation for a home experience.

  H. Give test.

  I. Reteach if necessary.

II. Student:

  A. Read objective sheet.

  B. Study information sheet.

  C. Complete assignment sheets.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Determine Personal Qualities and Preparation for Housing and Home Furnishings Occupations

2. Assignment Sheet #2 Interview a Person Employed in a Housing and Home Furnishings Occupation

D. Test

E. Answers to test

II. References:

A. Sherwood, Ruth F. *Homes: Today and Tomorrow.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1972.

B. Paolucci, Beatrice; Faiola, Theodora; and Thompson, Patricia. *Personal Perspectives.* Dallas: Webster Division/McGraw-Hill Book Company, 1973.

C. *Introductions to Occupations.* Oklahoma City: Home Economics Division, State Department of Vocational and Technical Education.

III. Additional references:

A. *Dictionary of Occupational Titles.* Vols. I and II. Washington D.C.: U. S. Department of Labor, 1965.

B. *SRA Career Information Kit.* Chicago, Illinois: Science Research Associates, Inc., 1971.

C. *Occupational Outlook Handbook.* Washington, D.C.: Department of Labor, Bureau of Labor Statistics, 1974-75.

(NOTE: This publication can be obtained free of charge by writing your U.S. congressman.)

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS OCCUPATIONS
UNIT I

INFORMATION SHEET

I. Opportunities for employment in housing and home furnishings occupations

   A. Upholsterer—Repairs and rebuilds upholstered furniture using hand tools and knowledge of fabrics and upholstery methods

   B. Stage designer—Designs and plans sets for theatrical and motion picture productions

   C. Moving consultant—Works with consumer to plan a "trouble-free" move

   D. Interior designer—Plans and designs artistic interiors for homes, hotels, ships, and commercial and institutional structures through analysis of functional requirements, moods, and purposes of furnishing interiors based on client's needs and preferences

   E. Architect—Plans, designs, and integrates structural, mechanical, and ornamental elements into unified design for private residences, office buildings, theaters, public buildings, factories, and other structures; organizes services necessary for construction

   F. Drapery maker—Operates sewing machine to join precut pieces of material to form finished draperies

   G. Slipcover maker—Operates sewing machine to join parts, stitch piping or welt to seams, and stitch pleats to form slipcovers

   H. Furniture salesperson—Displays and sells home furnishings items to business or industrial establishments or to individuals utilizing detailed knowledge of specific characteristics of merchandise

   I. Refuse and sanitation worker—Works to carry away or dispose of all types of human wastes

   J. Appliance service and repair person—Services, repairs, and installs new and used appliances

   K. Real estate broker and salesperson—Rents, buys, and sells property to clients on commission basis

   L. Contractor—Contracts to perform construction work for both private and public housing

INFORMATION SHEET

M. Property manager--Arranges for maintenance, reconditioning, renting, leasing, and record keeping for residential, commercial, or industrial investment properties for clients

N. Appraiser--Examines items (furniture, real estate, works of art) to determine their value for purchase, sale, investment, mortgage, or loan purposes

O. Urban planner--Develops comprehensive plans and programs for utilization of land and physical facilities of cities, counties, and metropolitan areas

P. Draftsman--Prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches or notes for engineering or manufacturing purposes according to specified dimensions

Q. Architectural renderer--Converts perspective architectural drawings of buildings and manufactured products for display or advertising purposes working from sketches and blueprints

R. Landscape architect--Plans and designs development of land areas for such projects as parks and other recreational facilities, airports, highways, parkways, hospitals, schools, land subdivisions, and commercial, industrial, and residential sites

S. Engineer--Is involved in one or more activities, such as research, development, design, production, consultation, administration and management, teaching, technical writing, or technical sales and service, in a given field of engineering

T. Furniture reproducer--Prepares working drawings and templates of antique or custom furniture to facilitate reproduction; may make drawings from pictures when models are not available

U. Window decorator--Prepares and installs window treatment from drawings made by interior designer

V. Drapery hanger--Measures area to be covered and delivers and installs finished draperies in customers' homes

W. Panel maker--Pads and covers panels for use in upholstered furniture

X. Paperhanger--Covers interior walls and ceilings of rooms with decorative wallpaper or fabric

Y. Drapery inspector--Examines draperies to detect soil and assembly defects

Z. Floral designer--Designs and fashions floral pieces and decorations

INFORMATION SHEET

AA. Upholstery cleaner--Cleans upholstered furniture in plant or on customer's premises

BB. Furniture refinisher--Finishes or refinishes damaged, worn, or used furniture or new high-grade furniture to specified color or finish utilizing knowledge of wood properties, finishes, and furniture styling

CC. Furniture assembler--Assembles and fastens together wooden parts or assemblies to form sections, frames, or complete articles of furniture

DD. Furniture set-up person--Uncrates, assembles, installs, and repairs furniture and office equipment in customers' homes or offices

EE. Furniture designer--Designs furniture line or individual pieces for manufacture according to knowledge of design trends, offerings of competition, production costs, capability of production facilities, and characteristics of company's traditional market

FF. Housekeeper--Supervises work activities of cleaning personnel to insure clean, orderly, attractive rooms in hotels, hospitals, and similar establishments

II. Factors that influence job opportunities in housing and home furnishings occupations (Assignment Sheets #1 and #2)

A. Aptitudes and skills

(NOTE: Do you have a good speaking voice? You might consider a career in real estate or as a home economist with a utility company.)

B. Acquired skills

C. Available training

(NOTE: Ask your counselor or home economics teacher to recommend courses that will be beneficial and to suggest sources of information.)

D. Personal characteristics

(NOTE: Certain personal characteristics are prerequisites for success in some careers. For example, a good health record is needed by a realtor who spends many hours driving and walking to show houses to prospective buyers or tenants.)

E. Employment opportunities in the area

(NOTE: If you want to work as a furniture designer, for example, you may need to locate in an area where there are large furniture factories.)

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #1--DETERMINE PERSONAL QUALITIES AND PREPARATION FOR HOUSING AND HOME FURNISHINGS OCCUPATIONS

Use any available resources, such as area housing and home furnishings personnel, texts, newspapers, or college catalogs, to determine the personal qualities and training/educational preparation required for the following housing and home furnishings occupations.

	Personal Qualities	Training/Educational Preparation
1. Slipcover and drapery maker		
2. Furniture salesperson		
3. Furniture upholsterer		
4. Appliance service person		

ASSIGNMENT SHEET #1

	Personal Qualities	Training/Educational Preparation
5. Real estate broker		
6. Hotel manager		
7. Architect		
8. Urban planner		
9. Window decorator		
10. Interior designer		

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #2--INTERVIEW A PERSON EMPLOYED IN A HOUSING AND HOME FURNISHINGS OCCUPATION

Talk about work with someone who knows!!! Use these interview questions to find out more about career opportunities in fiber, fabric, or furniture manufacturing industries or in related areas such as public relations, advertising, or retailing. Begin by using the questions below. List other questions on the back of this sheet. Record the answers and comments of the person you meet. Later, compare notes with your class.

1. What is your job title? What are your job responsibilities?

2. What special skills are necessary for this job? What training is needed beyond high school? Are there schools in this area which train people for this type of job? Which training center would you recommend? Why?

3. What previous jobs did you have that prepared you for this one?

4. What are the best features of the job? Which parts of the job do you like least?

5. What are the job opportunities in this city for this field? What other cities have openings? What's a fairly typical beginning salary? What would be the best way to try to find a job in this career field?

ASSIGNMENT SHEET #2

6. What type of person would be well-suited for this job?

7. What advice would you give a person considering this type of career?

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS OCCUPATIONS
UNIT I

TEST

1. Match the following opportunities for employment in housing and home furnishings occupations to their job descriptions. Opportunities and descriptions are continued on the following pages.

_____a. Works to carry away or dispose of all types of human wastes

_____b. Plans and designs artistic interiors for homes, hotels, ships, and commercial and institutional structures through analysis of functional requirements, moods, and purposes of furnishing interiors based on client's needs and preferences

_____c. Operates sewing machine to join parts, stitch piping or welt to seams, and stitch pleats to form slipcovers

_____d. Rents, buys, and sells property to clients on commission basis

_____e. Contracts to perform construction work for both private and public housing

_____f. Operates sewing machine to join precut pieces of material to form finished draperies

_____g. Designs and plans sets for theatrical and motion picture productions

_____h. Repairs and rebuilds upholstered furniture using hand tools and knowledge of fabrics and upholstery methods

_____i. Plans, designs, and integrates structural, mechanical, and ornamental elements into unified design for private residences, office buildings, theaters, public buildings, factories, and other structures; organizes services necessary for construction

1. Upholsterer
2. Stage designer
3. Moving consultant
4. Interior designer
5. Architect
6. Drapery maker
7. Slipcover maker
8. Furniture salesperson
9. Refuse and sanitation worker
10. Appliance service and repair person
11. Real estate broker and salesperson
12. Contractor
13. Property manager
14. Appraiser
15. Urban planner
16. Draftsman
17. Architectural renderer

______j. Works with consumer to plan a "trouble-free" move

______k. Displays and sells home furnishings items to business or industrial establishments or to individuals utilizing detailed knowledge of specific characteristics of merchandise

______l. Services, repairs, and installs new and used appliances

______m. Develops comprehensive plans and programs for utilization of land and physical facilities of cities, counties, and metropolitan areas

______n. Is involved in one or more activities, such as research, development, design, production, consultation, administration and management, teaching, technical writing, or technical sales and service, in a given field of engineering

______o. Arranges for maintenance, reconditioning, renting, leasing, and record keeping for residential, commercial, or industrial investment properties for clients

______p. Prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches or notes for engineering or manufacturing purposes according to specified dimensions

______q. Examines items (furniture, real estate, works of art) to determine their value for purchase, sale, investment, mortgage, or loan purposes

______r. Measures area to be covered and delivers and installs finished draperies in customers' homes

______s. Converts perspective architectural drawings of buildings and manufactured products for display or advertising purposes working from sketches and blueprints

18. Landscape architect
19. Engineer
20. Furniture reproducer
21. Window decorator
22. Drapery hanger
23. Panel maker
24. Paperhanger
25. Drapery inspector
26. Floral designer
27. Upholstery cleaner
28. Furniture refinisher
29. Furniture assembler
30. Furniture set-up person
31. Furniture designer
32. Housekeeper

______t. Prepares working drawings and templates of antique or custom furniture to facilitate reproduction; may make drawings from pictures when models are not available

______u. Plans and designs development of land areas for such projects as parks and other recreational facilities, airports, highways, parkways, hospitals, schools, land subdivisions, and commercial, industrial, and residential sites

______v. Covers interior walls and ceilings of rooms with decorative wallpaper or fabric

______w. Designs and fashions floral pieces and decorations

______x. Prepares and installs window treatment from drawings made by interior designer

______y. Examines draperies to detect soil and assembly defects

______z. Pads and covers panels for use in upholstered furniture

_____aa. Supervises work activities of cleaning personnel to insure clean, orderly, attractive rooms in hotels, hospitals, and similar establishments

_____bb. Finishes or refinishes damaged, worn, or used furniture or new high-grade furniture to specified color or finish utilizing knowledge of wood properties, finishes, and furniture styling

_____cc. Cleans upholstered furniture in plant or on customer's premises

_____dd. Designs furniture line or individual pieces for manufacture according to knowledge of design trends, offerings of competition, production costs, capability of production facilities, and characteristics of company's traditional market _____ee. Assembles and fastens together wooden parts or assemblies to form sections, frames, or complete articles of furniture

_____ff. Uncrates, assembles, installs, and repairs furniture and office equipment in customers' homes or offices

2. List the factors that influence job opportunities in housing and home furnishings occupations.

   a.

   b.

   c.

   d.

   e.

3. Describe personal qualities and training/educational preparation required for various housing and home furnishings occupations.

4. Interview a person employed in a housing and home furnishings occupation.

   (NOTE: If activities 3 and 4 have not been accomplished prior to the test, ask the instructor when they should be completed.)

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS OCCUPATIONS
UNIT I

ANSWERS TO TEST

1. a. 9
   b. 4
   c. 7
   d. 11
   e. 12
   f. 6
   g. 2
   h. 1
   i. 5
   j. 3
   k. 8
   l. 10
   m. 15
   n. 19
   o. 13
   p. 16
   q. 14
   r. 22
   s. 17
   t. 20
   u. 18
   v. 24
   w. 26
   x. 21
   y. 25
   z. 23
   aa. 32
   bb. 28
   cc. 27
   dd. 31
   ee. 29
   ff. 30
2. a. Aptitudes and skills
   b. Acquired skills
   c. Available training
   d. Personal characteristics
   e. Employment opportunities in the area
3. Evaluated to the satisfaction of the instructor
4. Evaluated to the satisfaction of the instructor